

Rainbow Schools



2021-2022
Annual Report



School closures and reopenings

September 7, 2021

Schools reopen for in-person learning. Remote learning is also offered.

December 30, 2021

Return to school following the winter break is delayed by two days until January 5, 2022.

January 3, 2022

The Premier announces that all students will learn remotely from January 5, 2022 until at least January 17, 2022.

January 12, 2022

The Minister of Education announces that schools will reopen for in-person learning on January 17, 2022 with enhanced health and safety measures due to the fast spreading Omicron variant.

January 17, 2022

Schools reopen for in-person learning. Public Health no longer provides data/direction for case and contact management in schools.

February 7, 2022

Students transfer from in person to remote. Students transfer from remote to in person.

March 21, 2022

The Ministry of Education lifts most restrictions in schools. Masks become optional. Daily screening continues.

August 6, 2022

Ministry announces that COVID-19 protocols in place at the end of June 2022 will be in place when classes resume for the 2022-2023 School Year.

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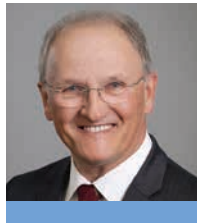


Strategic Directions is available online at rainbowschools.ca. Click on About Us.

School boards in Ontario are required to produce an Annual Report in accordance with The Education Act.

This Annual Report provides highlights of Rainbow District School Board's key activities during the 2021-2022 School Year. It also offers an overview of the 2022-2023 budget.

Trustees – Your Voice at the Board



Bob Clement
Board Chair
705.869.2235



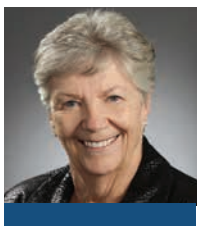
Linda Debassige
Board Vice-Chair
705.210.9985

Espanola, Area 8

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

First Nations

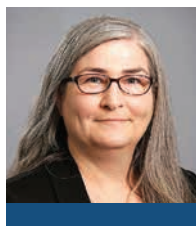
Atikameksheng Anishnawbek
Aundeck Omni Kaning First Nation
Dokis First Nation
M'Chigeeng First Nation
Sagamok Anishnawbek
Sheguandah First Nation
Sheshegwaning First Nation
Wahnapiatae First Nation
Whitefish River First Nation
Zhiibaahaasing First Nation



Doreen Dewar
705.682.9449

Sudbury, Area 5

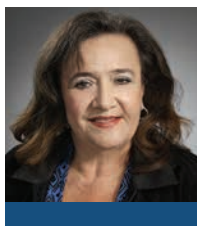
Alexander Public School
Algonquin Road Public School
MacLeod Public School
R.L. Beattie Public School
Cecil Facer Secondary School
Lockerby Composite School
Lo-Ellen Park Secondary School



Anita Gibson
705.929.7842

Sudbury, Area 2

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



Judy Hunda
705.507.4332

Sudbury, Area 6

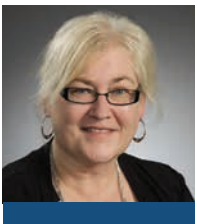
Adamsdale Public School
Carl A. Nesbitt Public School
Ernie Checkers Public School
Queen Elizabeth II Public School
Sudbury Secondary School



Judy Kosmerly
705.897.1603

Sudbury, Area 3

Redwood Acres Public School
Valley View Public School
Confederation Secondary School



Dena Morrison
705.560.8294

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



Kerrie St. Jean
705.525.8684

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



Margaret Stringer
705.348.0411

Manitoulin, Area 7

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

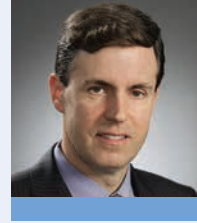


Jocelyn Kuntzi
Student Trustee
Manitoulin Secondary School

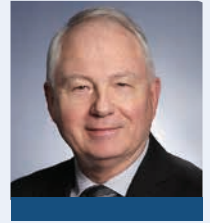


Darcy Trudeau
Student Trustee
Espanola High School

Executive Council



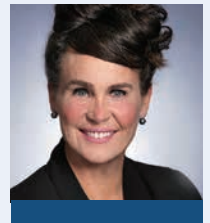
Bruce Bourget
Director of Education



Dennis Bazinet
Superintendent of Business



Lesley Fisher
Superintendent of Schools



Judy Noble
Superintendent of Schools



Kathy Wachnuk
Superintendent of Schools

- Trustee Bob Clement was acclaimed Chair of the Board in December 2021.
- Trustee Linda Debassige was elected Vice-Chair of the Board in December 2021.
- Trustee Doreen Dewar served as Chair of the Board until December 2021.
- Trustee Dena Morrison served as Vice-Chair of the Board until December 2021.
- Bruce Bourget assumed the role of Director of Education on September 1, 2021.
- Lesley Fisher assumed the role of Superintendent of Schools on September 1, 2021.



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

Bob Clement

*Chair
Rainbow District School Board*



On behalf of the Board of Trustees, I am pleased to present the 2021-2022 Annual Report for Rainbow District School Board to the Premier of Ontario, the Minister of Education and our many partners in Sudbury, Espanola and Manitoulin Island.

After more than three months of learning from home, Rainbow Schools welcomed students and staff back for in-person learning on September 7, 2021. A Reopening Guide was posted on rainbowschools.ca and updated, as required.

The Guide included information on what parents/guardians could expect when classes resumed. It also included an overview of health and safety protocols being implemented to limit the spread of COVID-19.

As directed by the Ministry of Education, Rainbow Schools reopened with expanded opportunities for students, such as clubs, sports and bands. For students who were unable to attend in person, remote learning was offered.

Once again, staff and students demonstrated tremendous resiliency amidst the ongoing pandemic. Schools focused on making the learning experience as dynamic as possible, always respecting the protocols in place to keep everyone safe.

At the system level, Rainbow District School Board welcomed long-time Superintendent Bruce Bourget to the role of Director of Education. Throughout the 2021-2022 School Year, Director Bourget led consultations and conversations with the Board's many stakeholders to renew Strategic Directions.

An Ad Hoc Working Group of Trustees was engaged in the strategic planning process as it progressed. A final document, Strategic Directions 2022-2027, was presented to the Board in the spring. The 2022-2023 budget was aligned to reflect our shared vision, mission, values and priorities.

On behalf of the Trustees, I would like to thank everyone who provided their input. We value our partnership and look forward to working with you on behalf of the students that we have been entrusted to serve. We appreciate your ongoing support.

This Annual Report represents a snapshot of another unprecedented period in education. The school year began with many restrictions, but it ended on a more hopeful note with the return of in-person graduations. Regardless of the circumstances, our staff and students continued to shine.

I welcome the opportunity to be Chair of the Rainbow District School Board.





It is an honour for me to work on behalf of students in Sudbury, Espanola and Manitoulin Island. We have a terrific team of elected officials, school administrators, teachers and support staff who want all of the children and young adults in our collective care to grow and to thrive.

As we welcomed students and staff back for in-person learning, we focused on mental health. Our first goal was to safely reconnect with students, creating supportive communities within our classrooms and our schools. Whether students were learning face-to-face or remotely, well-being and achievement remained a priority.

When students are part of an inclusive community, where they are respected for who they are, where they see themselves in the curriculum, where they are surrounded by supportive peers and caring adults, and where they have opportunities to experience the full spectrum of school life through team sports, school clubs and special events, they are ready to achieve their full potential.

Our staff recognize that safety, mental health, wellness and belonging provide a strong foundation for learning. I would like to thank all staff for their resilience, dedication and courage. The work that occurs on behalf of students is very significant and highly commendable. They make a difference each and every day.



I am also grateful to the Board of Trustees for their support and advocacy for our students and staff. They continue to be champions for education, providing steadfast leadership. They are role models for optimism, strength and hope, reflecting the values that we instill in our students.

In closing, I would like to acknowledge the students of Rainbow Schools, who continue to make us proud through their individual and collective achievements in arts,

athletics and academics. To attend school during a global pandemic isn't easy, but our students responded with resiliency and a growth mindset that will serve them well in learning and in life.

Parents/guardians and education partners also responded with patience and kindness, supporting student learning whether in class, at home or in the community. We are grateful for their ongoing contribution to student achievement.

It is a pleasure and a privilege to serve the Rainbow District School Board.



Together, we prepare students to become lifelong learners, achieving their full potential as confident, caring members of society.

Bruce Bourget

*Director of Education
Rainbow District School Board*

Rainbow District School Board approves five-year strategic plan following public consultations



Throughout the 2021-2022 School Year, Rainbow District School Board gathered input for the creation of its new five-year strategic plan.

Strategic Directions defines the vision, mission, values and priorities of the Board and its schools.

Students, parents/guardians, staff, education partners, school communities, First Nations Chiefs, and Trustees participated in the strategic planning process by engaging in consultations and/or completing an online survey. An Ad Hoc Working Group of Trustees reviewed input.

“We welcomed the opportunity to engage in conversations with our stakeholders as we worked together to chart our path forward,”

said Director of Education Bruce Bourget. “I would like to thank all participants in the process. We value the feedback.”

He added: “Putting our priorities into focus will ensure resources are allocated to what matters the most. Strategic Directions 2022-2027 will serve as a compass for decision-making and a road map for success.”

Strategic Directions provided the framework for the 2022-2023 budget which included investments in priority areas to support student well-being and achievement. 🏆

VISION

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

MISSION

Together, we prepare students to become lifelong learners, achieving their full potential as confident, caring members of society.

VALUES

<i>Humility</i>	<i>Respect</i>
<i>Bravery</i>	<i>Love</i>
<i>Honesty</i>	<i>Resilience</i>
<i>Wisdom</i>	<i>Equity</i>
<i>Truth</i>	<i>Community</i>

*Seven Grandfather Teachings
Níizhwaaswi G'chi Mishoomsinaanik
Kinoomadwinan*

PRIORITIES

- Student Success and Achievement
- Truth and Reconciliation
- Literacy and Numeracy
- Mental Health and Well-Being
- Environmental Education and Sustainability
- Equity and Inclusive Education

Learning Together

through topical presentations at the
Parent Involvement Committee Meetings



The Parent Involvement Committee provides a regular forum for parents/guardians from all Rainbow Schools to come together to network, learn and share.

October 19, 2021

Nurturing Resilience

Dr. Michael Ungar talked about nurturing resilience through strong family, school and community connections. A Registered Social Worker, and the founder and Director of the Resilience Research Centre at Dalhousie University, Dr. Ungar's groundbreaking work as a family therapist and resilience researcher is recognized around the world. Known for his engaging speaking style, Dr. Ungar uses the power of storytelling to drive home essential lessons learned from his experience working with youth and the families, adults, and professionals that support them in clinical, community and workplace settings.

December 14, 2021

Effective School Councils

Principal of Program Dan Koziar provided an overview of some of the legislation and logistics of School Councils. He also highlighted best practices to ensure equitable representation and opportunities for all families to participate. Creating connections between schools, students and families is critical to ongoing, sustainable success and achievement. Allowing parents input into school decision-making and direction setting reinforces the importance of the partnership between home and school, and invites involvement and collaboration between the various stakeholders in the educational process.

January 4, 2022

Mental Health Strategic Plan

Mental Health Lead Mary Jago shared the results of the mental health survey completed in June 2021. Parents represented more than half of the respondents to the survey. She also presented an overview of the Board Action Plan for Mental Health and offered strategies for parents/guardians. The Mental Health Action Plan outlines four priorities - Build Mental Health Literacy and Capacity; Implement Evidence-Informed Mental Health Promotion, Prevention and Intervention Practices and Programming; Support for Specific Populations; and Partner with the Community. Mary Jago talked about programs being implemented in schools to support mental health and foster culturally responsive schools and trauma-informed classrooms.

February 8, 2022

Equity and Inclusion/Census/Survey Results

Principal Cori Pitre presented the results of the School Climate Survey administered in June 2021 during the remote learning period. Part of Ontario's Equity Action Plan, the survey provides valuable data about the system to glean a better understanding of who we serve and make data-informed decisions. Superintendent Judy Noble provided an overview of the draft Student Census that will be administered in October 2022 to parents/guardians of students in Kindergarten to Grade 8 and students in Grades 9 to 12. After sharing background on the Ministry mandated Census, Superintendent Noble guided PIC members through the proposed survey questions and invited them to provide input.

April 12, 2022

Outdoor Classrooms

Kindergarten Consultant Julie Kelly focused on the benefits of bringing children outdoors, how teachers support outdoor learning, authentic interactions, different perspectives of outdoor learning and what the research says. In the outdoors, children wonder, ask questions, inquire, explore, notice, name, research, seek and connect. They create, invent, imagine, discover, build, forage and move. This fosters love, empathy, compassion, communication, conversation, deeper thinking, mental health and well-being, and a desire to care for the land. Through adventure, children take risks. Adventure also fosters independence, creativity, imagination and self-regulation skills.



May 10, 2022

Planning for the 2022-2023 School Year

Parents/guardians were invited to brainstorm topics. 🍁



Mental Health and Well-Being

We can't go back and change lives, but we can influence the future.

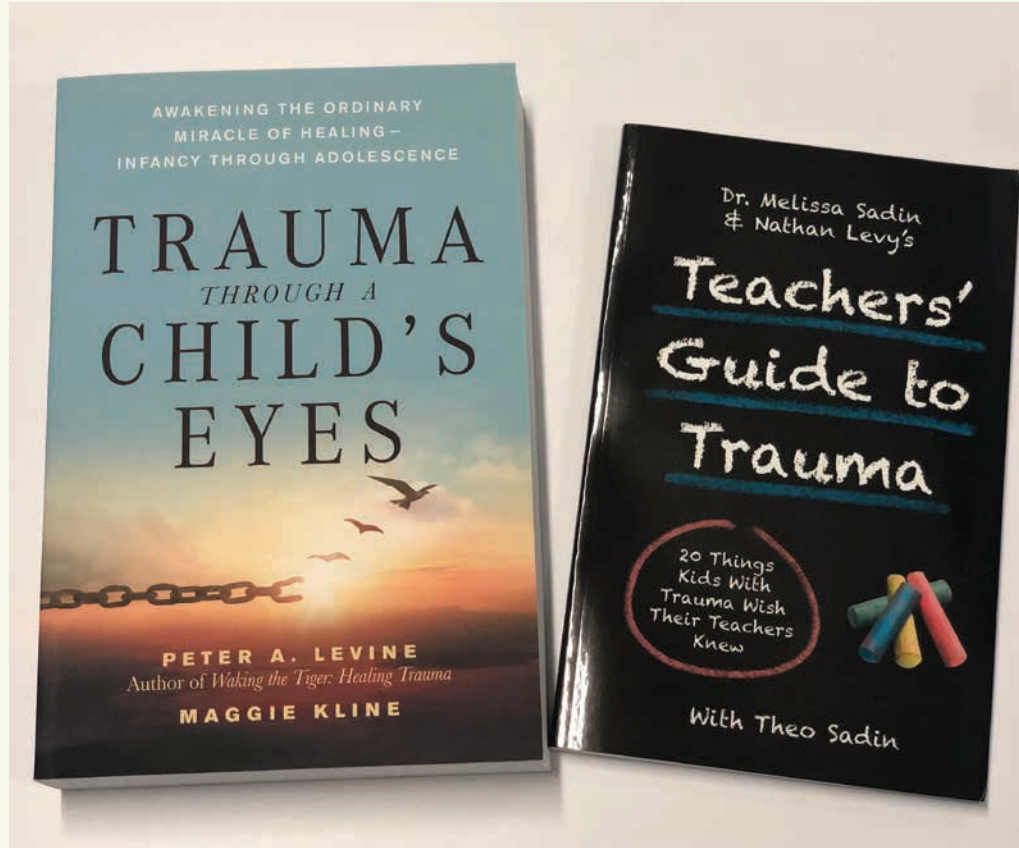
As schools reopened for in-person learning and remote learning resumed, creating warm and welcoming environments where students feel safe and supported was the first and foremost priority. With the pandemic affecting a third school year, the focus on mental health and well-being became more important than ever.

In the 2020-2021 School Year, administrators received a book on trauma informed classrooms. A copy of the *Teacher's Guide to Trauma* was provided to each staff member. Some schools delved deeply into these resources at monthly staff meetings.

Professional learning at the start of the 2021-2022 School Year focused on trauma awareness in schools and understanding the impact of trauma on the developing brain.

"When our brains are in survival mode, we cannot learn," says Mental Health Lead Sarah Jokinen. "Children who have experienced ongoing trauma and/or neglect spend a significant period of time in survival mode. They have not experienced the world as a safe place and they do not see adults as safe people. When educators understand this, they recognize the importance of creating safe and predictable classroom environments, and building consistent and caring relationships with students."

She adds: "Understanding the pervasiveness of Adverse Childhood Events or ACEs allows us to see students with increased empathy. More often than not, when a child acts out, it's a symptom of their life experiences. Teaching children about their brains, their emotions, how to communicate and how to self-regulate helps improve



overall well-being and availability for learning."

As part of professional learning, school administrators received a resource entitled *The First 10 Days (and Beyond), Creating Caring Connections and Supporting Student Mental Health and Well-Being During the Return to School*.

School Mental Health Ontario's Mentally Healthy Back to School Support Package focused on relationship building, providing a warm welcome, co-creating classroom expectations and norms, making students feel valued, identifying and managing emotions, managing stress and coping, positive motivation and

perseverance, healthy relationship skills, self-awareness and identity, critical and creative thinking, and building a toolkit for support. 🌱





Lessons Learned from the Columbine High School Shooting with Retired Principal Frank DeAngelis



The retired principal of Columbine High School, Frank DeAngelis, faced an unimaginable crisis in 1999 when two students opened fire at his school in Colorado. In the aftermath of one of the deadliest school shootings in history, he rebuilt the climate and culture of the school and, in the process, restored the faith of the community.

Frank DeAngelis delivered a special presentation for the community on April 11, 2022 at the Caruso Club in Sudbury and virtually through a Zoom link. As he connected his traumatic experience to the COVID-19 pandemic, Frank DeAngelis offered timely strategies, coping mechanisms, and messages of hope. 🌱

Parents/guardians and educators hear from crisis response expert Kevin J. Cameron

The expert who led the crisis response following the 1999 school shooting in Taber, Alberta – just eight days after the Columbine school shooting – delivered a virtual presentation for the community on April 26, 2022. Kevin J. Cameron is the Executive Director of the North American Centre for Threat Assessment and Trauma Response.

A dynamic speaker, Kevin Cameron built on the lessons learned from Frank DeAngelis, the retired principal of Columbine High School. Participants gained insight into how a collaborative response to complex events, such as trauma or serious violence, better serves the overall community.

Both presentations were hosted by the Violence Threat Risk Assessment (VTRA) Steering Committee which brings community partners together to



provide a collaborative response to an individual of concern's threat making behaviours. The goal is to keep the community safe by intervening before a violent incident occurs. 🌱

Trauma awareness and resiliency



Focus of professional learning

The 2021-2022 School Year got off to an early start for educators in Rainbow Schools.

Staff had the opportunity to network with each other, reflect on teaching practices, gain new skills, and collaborate with colleagues during the Rainbow District School Board's Summer Institute on August 24 and 25, 2021.

Sessions, which were held in person with health and safety protocols, spanned all grades with a focus on literacy, developmental trauma, equity, mathematics, and mental health. Participants learned strategies to nurture student success.

On September 1, 2021, educators and support staff engaged with Dr. Michael Ungar, a leading authority on resiliency. Staff also reviewed the COVID-19 health and safety protocols for schools.

On September 2, 2021, equity, inclusion and well-being were highlighted. Staff focused on trauma awareness and building resiliency in classrooms. 🌱



for safety, and how to communicate with families/caregivers about risk and safety needs. The training blends lectures, dialogue, videos, case studies, simulations, and group work for optimal learning in a safe environment.

“The goal of ASK training is about giving staff the immediate tools they need to support students who are experiencing a high level of distress and/or who are in crisis and then to understand how and when they need to connect them to mental health professionals,” says

Mental Health Lead Sarah Jokinen.

In February 2022, the ASK workshop was piloted online with 24 staff members at Princess Anne Public School thanks to support through the Ministry of Education’s Learning and Innovation Fund for Teachers. After the training, a greater number of staff said their comfort level in speaking with students and families about suicide had increased.

“Our focus is always on remaining hopeful and helpful,” says Social Worker Daniela Hunter. “With this training, we can ensure students have access to evidence-based supports and services in schools.”

“By sharing these skills with teachers and support staff, we are helping to reduce stigma and fear about working with youth at risk of suicide, and are strengthening the safety net for our students,” adds Katy Rogerson.

She says: “School Social Workers are available to our schools, and yet sometimes a teacher, educational assistant, or custodian may be the first to learn about a child’s thoughts of suicide as they are in direct contact with children each day and have built trusting relationships. We want all education workers to have the skills to help children stay safe, support families, and connect to mental health resources for further help.” 🌱

Sudbury Secondary School launches “My Best Self” with community support



Local clubs and organizations contributed more than \$16,000 to Sudbury Secondary School to launch a new program that is helping students gain self-confidence and build resiliency.

“My Best Self: A Youth Mental Health Initiative” was developed after a brainstorming session with school educators and administrators. “We were looking for a way to support students affected physically, socially and emotionally by the pandemic,” said Social Worker Christine McInnes. “Life skills coaching and experiential learning opportunities proved to be an ideal combination.”

“My Best Self” teaches students to learn by focusing on community outreach, emotions, healthy habits and relationships, nutrition, physical health and hygiene, positive motivation and perseverance, self-compassion, stress management, substance abuse and team building. 🌱

ASK training in suicide prevention

Suicide prevention is a priority in the Rainbow District School Board’s Mental Health Strategic Plan. In previous years, Social Workers facilitated Applied Suicide Intervention Skills Training (ASIST) by LivingWorks, a two-day, in-person workshop.

During the pandemic, staff were required to explore other options for developing capacity. Members of the mental health team adopted the Assessing for Suicide in Kids (ASK) online workshop to ensure continuity. Social Workers Daniela Hunter and Katy Rogerson were the first trained facilitators to deliver the program for Rainbow District School Board.

Developed by the Canadian company Lifeline Workshops Inc., ASK can be offered online and in person. The program provides school staff with assessment tools to help determine a child’s level of risk and respond accordingly.

The workshop covers a number of topics from ways children at risk of suicide communicate their need for help or warning flags, to factors that increase risk of suicide or risk factors, to factors to help mitigate risk or protective factors.

Participants also learn how to enlist the support of others to create a plan



Supporting student success from a trauma awareness perspective



For students who may not have experienced many positive relationships with adults, the student-staff bond offers stability. In many cases, the predictable relationship a student has with their teacher can be one where the most healing occurs.

As the student population continues to change, often coming to school with greater needs due to life circumstances, it's important that educators understand how trauma affects learning, be it developmental trauma or generational/intergenerational trauma.

"If we only see a child acting out, then we may miss out on considering other explanations for the behaviour," said Mary Jago, who served as Mental Health Lead until mid-May.

"We want everyone to apply their trauma-aware lens," said Mary Jago. "That means being sensitive to the impact of trauma on others and themselves. This awareness supports a shift in thinking, perception and behaviour."

Early childhood adversity affects the brain. Fortunately, the brain is a muscle and it is never too late to influence positive change. Each interaction with students helps to build better brains.

Intergenerational trauma passes through generations. Not only can someone experience trauma, they can then pass the symptoms and behaviours of trauma survival on to their children, who then might further pass these along the family line.

Developmental trauma is hurt and harm to a child that prevents them from achieving their developmental milestones. An adult who was hurt and harmed as a child, may pass that hurt and harm onto their children because it's what they know.

"We need to understand that if the distress is overwhelming, or when the caregivers themselves are the source of the distress, children are unable to self-regulate," said Mary Jago. "This hurt and harm interferes with neurobiological development and the capacity to integrate sensory, emotional and cognitive information into a cohesive whole."

The child who does not achieve the developmental milestone of trust, for example, views the world as unsafe and scary. They do not learn to regulate their internal state.

Rainbow District School Board's focus on mental health is creating learning environments where young people become strong, healthy and vibrant individuals, without discrimination.

Rainbow District School Board's Social Workers deliver classroom based mental health promotion and prevention programs and provide short-term intervention for students with mild to moderate mental health concerns. Staff members also connect students to community agencies whose mandate is to provide longer-term treatment and more intensive intervention.

"Our work on mental health and well-being in the school system is very much focused on mental health promotion, prevention and education," says Sarah Jokinen who assumed the role of Mental Health Lead on May 16, 2022.

Staff in all schools work together to build resiliency, promote positive relationships, create school cultures where students feel a strong sense of belonging, help students understand their emotions, develop self-regulation skills, incorporate social-emotional learning into the classroom and ensure students know where to turn in times of trouble. They are also the kind and caring adults students can come to.

"Strong connections provide the building blocks for resiliency," says Rainbow District School Board Director of Education Bruce Bourget. "Resiliency is one of the most important life skills we can role model for our students and instill in our students." 🌱

Kindness Ninjas at R.L. Beattie Public School make magic with Grade 9 students at Lo-Ellen Park



What happens when you pair the Kindergarten Kindness Ninjas from R.L. Beattie Public School with the Grade 9 French Immersion students at Lo-Ellen Park Secondary School? A buddy mentorship that is meaningful and magical.

A partnership that began three years ago continues to flourish as the younger and older French Immersion students come together to spread love and kindness within their respective schools and the Lo-Ellen Park/South End community.

"This year, the students worked together to write kindness messages on paper which were later made into special kindness packages,"

said R.L. Beattie Kindergarten teacher Alyssa Leveille. "On May 31st, students from both classes spread love to the entire Lo-Ellen Park school community as they teamed up to hand out kindness packages and special treats during the high school lunch hour. It's been amazing to invite these older students to join us in our kindness missions," added Designated Early Childhood Educator Stephanie Rivard.

This was the culminating activity in a school year marked by kindness initiatives that occurred mostly online. It was preceded by the group's first face-to-face meeting two weeks earlier where they joined together to prepare the kindness messages, which were translated into French with the help

of the Grade 9 buddies. The kindness packages included the messages, candy and an emoji keychain.

For the Kindness Ninja buddies, the messages were meant to put a little sunshine in their lives and the lives of others or, as their educators say, "des petits messages de bienveillance bilingues qui vous permettront de mettre du soleil dans votre vie et celle des autres."

"The relationship between Kindergarten students and older buddies is something truly magical," said Alyssa Leveille. "Students who are normally very quiet and reserved are seen interacting and developing great friendships with their older buddies."

Added Stephanie Rivard: "Older students are able to take on new responsibilities by being in charge of younger students all while being presented with opportunities to think of others and to give back to their local community. We hope to continue this partnership between both schools as a yearly tradition and can't wait to see what next year brings."

Lo-Ellen Park Secondary School Grade 9 teacher Sylvie Tripp says she has been able to include curriculum expectations as part of the partnership. "Last fall, I taught a Grade 9 French class. Students wrote pen pal letters to their little Kindness Ninja as a writing task in our course. It was a lot of fun. The students got a video response from their Kindergarten buddies, which was really special."

She has also noticed a lot of smiles all around. "The children bring out the best in the older students," she said. "The entire Lo-Ellen Park Secondary School community enjoyed receiving kindness packages from the Kindergarten students. A smile is indeed worth a thousand words." 🌱

You are valued.

Be yourself.

Smile, life is beautiful.

Let your smile change the world.

Be happy in all that you do.

You are unique.

You are loved!

Follow your dreams.

Do your best.

Happiness doubles when you share it.

Don't be discouraged.

I believe in you.

Mistakes are what make us human.

You're extraordinary, don't forget it.

Positive people attract other positive people.

A smile is worth a thousand words.

Take time to appreciate what you have.



“It’s a very good virus,” says original Kindness Ninja

Kindergarten students at Larchwood Public School, home of the original Kindness Ninjas, continue to demonstrate the power of action through kindness.

When the first group of Kindness Ninjas were asked why they do what they do, their answers warmed hearts: “to help animals, to help the elderly, to make the world a better place, to treat people like you want to be treated.”



“We are very fortunate at Larchwood to have a culture that is full of kindness and caring and this is through the hard work of our staff and students,” said Principal Elizabeth Mack. “Our school supports our Board’s vision and mission. We not only want to reach academic goals, we also want to instill

in students that one small person can make a big difference.”

Kindergarten teacher Natalie Taylor introduced the Kindness Ninjas at Larchwood. “I really wanted to create a positive learning environment,” she said. “We often tell students to be kind but we don’t really explain to them what it feels like, what it sounds like, and what it looks like to be kind.”

She added: “The students, with one simple act of kindness, not only changed their day and filled their hearts, they had a positive and powerful impact on those receiving the acts of kindness. We have created a kindness movement that has spread throughout the school and resulted in stronger community connections.”

The original Ninjas at Larchwood Public School are now in Grade 3 and they have carried the lessons learned along with them. Dayne Pasey says the Kindness Ninjas taught him to “treat people like you want to be treated and always be kind.”

Asked why the Kindness Ninja program is important, Sam Cunningham summed it up nicely: “If you are rude to someone, it makes you feel bad, and it makes them feel bad, and they make other people feel bad. It’s like a virus that spreads. But, when you do kindness, it’s also like a virus, but a very good virus. It makes everyone happy and it makes you feel good inside.” 🌱

Kindness Blooms in Rainbow Schools during Children’s Mental Health Week



Rainbow District School Board invited parents/guardians to join a webinar on Parenting for Positive Mental Health on May 5, 2022 at 7 pm. Part of Children’s Mental Health Week in Rainbow Schools, the webinar was presented by Amanda Lamb, Director of the Centre for Family Initiatives at the Pine River Institute.

With a focus on attunement, connection and setting limits, the webinar helped parents/guardians understand their children’s behaviours and development in order to respond with intention and promote mental wellness and growth. Participants gained an understanding of their parenting style and the challenges parents/guardians face when children push back.

Located near Shelburne, Ontario, Pine River Institute helps adolescents struggling with addictive behaviours and other mental health issues. As Director of the Centre for Family Initiatives, Amanda Lamb brings a deep commitment to the well-being of youth and their families through empathy, acceptance, compassion, positive communication and relationships. She hopes that by educating and supporting families early on, they can foster greater resilience and sustain their mental wellness through difficult times, including life transitions.

In addition to the parent webinar, Rainbow District School Board’s Mental Health Team prepared resources for schools for Children’s Mental Health Week from May 2 to 6, 2022. Teachers were able to access links to social media posts, activities, videos, quizzes, articles and classroom discussion prompts organized by age group.

The primary resource was a slidedeck that included daily theme-based activities with links to classroom content on What is kindness? Being kind to yourself, Caring communications, Being kind to others, and Being kind to the environment.

Children’s Mental Health Week was promoted on social media using the hashtags #KindnessBlooms and #AllAboutEmpathy, the theme for the 2022 celebration. 🌱



Literacy and Numeracy

Board responds to *Right to Read* report

With more support for early literacy

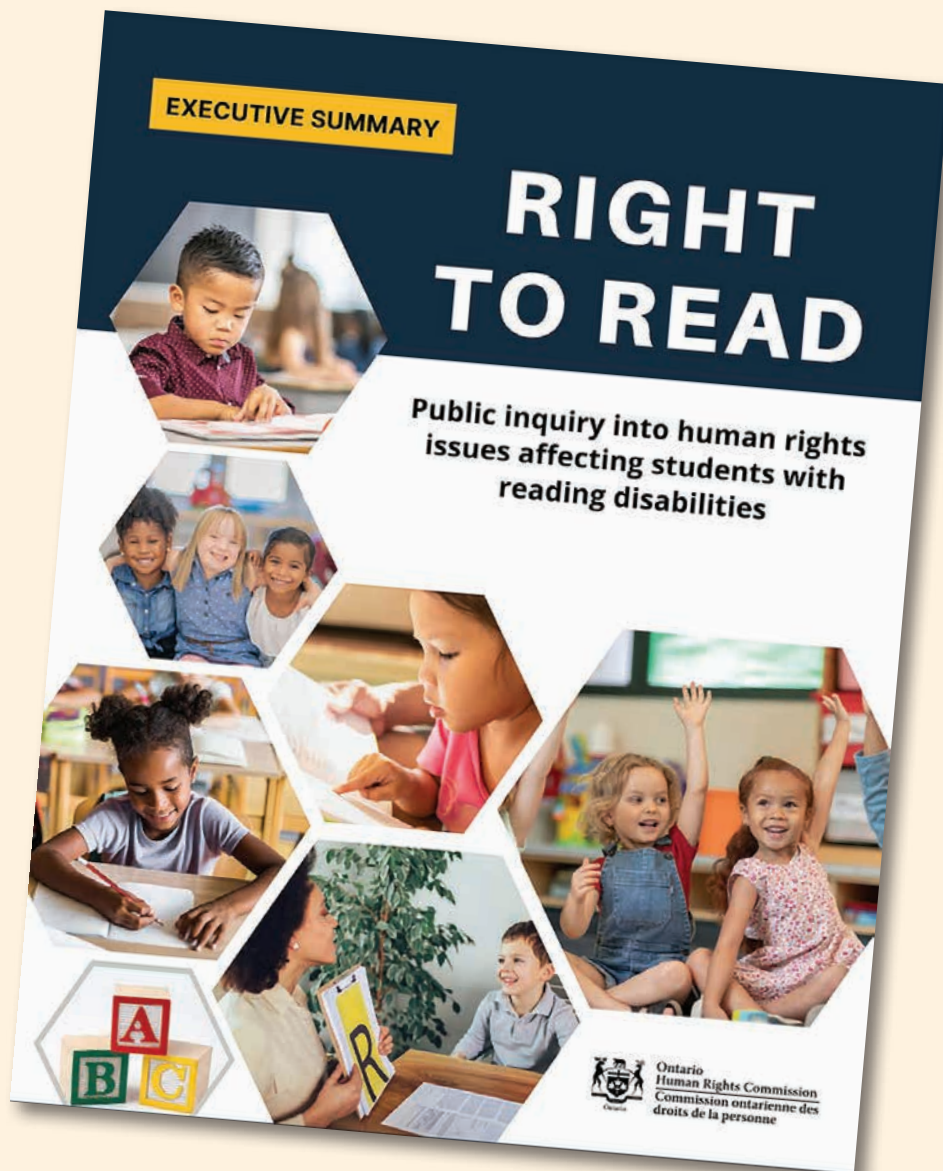
The release of the *Right to Read* report by the Ontario Human Rights Commission on February 28, 2022 provided a valuable opportunity for school boards across Ontario to review how they teach children to read.

The report outlined the need for a clear strategic plan for literacy instruction and recommended that school boards consider the science of reading to ensure the highest degree of success for all students.

“Our program staff reviewed the report and cross-referenced the recommendations with our current literacy practices,” said Director of Education Bruce Bourget. “While literacy instruction in Rainbow Schools already reflected many of the recommendations in the report, we noted that students who struggle to sound out and decode words could benefit from daily phonics instruction.”

He added: “In addition to reviewing our early literacy practices, program staff considered our tiered approach to instruction from Learning for All, a document released by the Ministry of Education in 2013.”

As a result of this review, a plan was developed to enhance the balanced literacy program in Rainbow Schools during daily classroom instruction and assessment. The Board subsequently approved new investments to support literacy learning in Kindergarten to Grade 3 from the Ministry of Education’s Learning Recovery Funds.



The Board’s 2022-2023 budget included a Literacy Lighthouse Initiative with four model classrooms to demonstrate best practices in reading instruction. Two Literacy Coaches and additional Special Education Resource Teachers are supporting instruction and assessment, the solid classroom work that teachers engage in each and every day. Teachers also have access to curated resources to use in their classrooms.

Classroom instruction and assessment falls within the first tier of the Pyramid of Interventions. Tier two provides more individualized instruction, which is typically delivered in a small group setting. Tier three is the most intensive and targeted style of instruction and may involve withdrawing students from the classroom for specialized programming. The tiers of intervention provide increasingly intensive instructional



support for students as they demonstrate increasing learning needs.

"In Rainbow Schools, there has been widespread implementation of tier two and tier three interventions over the past number of years, including Lexia, Leveled Literacy Intervention (LLI) and Empower Reading Programs," said Principal of Program Dan Koziar. "These are very valuable interventions that support our readers when, despite the best efforts of the classroom teacher, they continue to struggle. These interventions, which have proven to be very successful, continue to be available to support our students."

In response to the *Right to Read* report, the Ministry of Education released a new resource called *Effective Early Reading Instruction: A Guide for Teachers*. The guide emphasizes some of the key findings in the report, including the need for earlier intervention and the importance of ensuring that classroom instruction includes systematic phonics, phonological and phonemic awareness, and alphabet study.

Phonological skills are the ability to understand how language works, that language is made up of words and that words are made of sounds. These are skills that are generally mastered in Kindergarten and Grade 1.

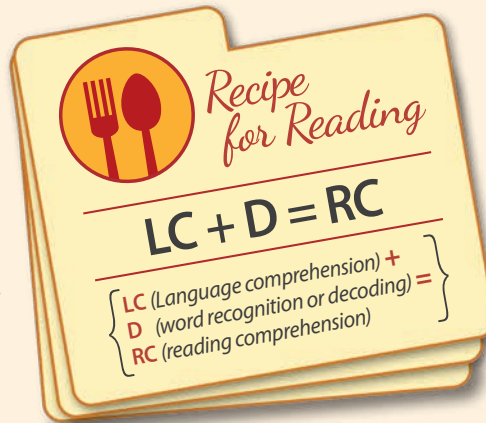
Phonemic awareness is the ability to identify and manipulate the sounds that make up words effectively. Once these skills have been mastered, the next step is phonics instruction and word study, where students connect their understanding of sounds with written text.

Elementary Literacy Consultant Laura Pogue said once students have started to develop the foundational skills for decoding text, they have not yet achieved reading success because reading is more than sounding out words and blending sounds.

"The ultimate goal when we read is reading comprehension," she said. "We read to take in the information in what we have read."

She added: "The ability to read effectively, that is to comprehend what we have read, has two basic components - the ability to comprehend the spoken language and the ability to recognize and say the words that are on the page or decode."

Reading comprehension (RC) is a product of language comprehension (LC) and word recognition or decoding (D). That is, if either one of



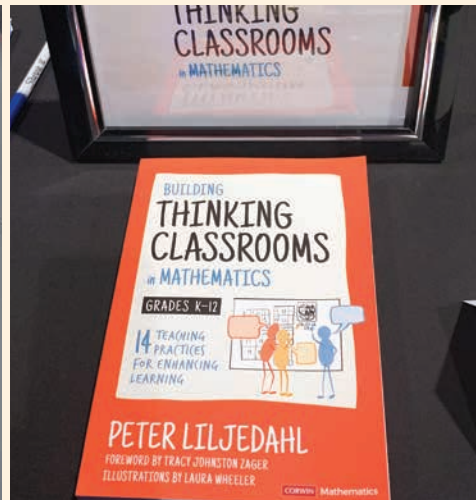
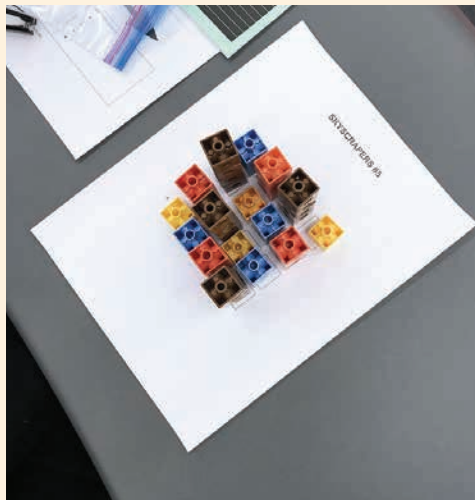
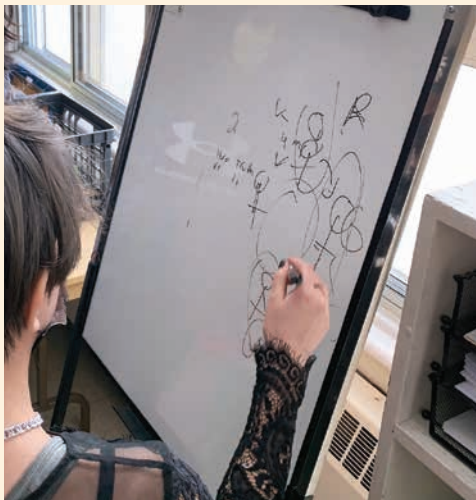
those skills is lacking, the whole system breaks down and students are not able to comprehend what they have read.

"To be effective teachers of reading, we need to make sure we are developing both language comprehension (LC) and word recognition or decoding (D) in the classroom," said Laura Pogue.

She added: "None of this is new information. *The Guide to Effective Instruction*, released in 2003, highlights the importance of daily, systematic and explicit instruction in phonemic awareness and phonics. We are emphasizing the importance of engaging in this daily practice, and giving teachers the tools to deliver this instruction effectively. We now have a better awareness that our students may not have solidified these letter-sound relationships and teachers need to go back to those foundational skills when they encounter a student who is struggling." 🙌



Thinking Classrooms in Grades 9 to 12 math



Some secondary teachers in Rainbow Schools have adopted a new pedagogical approach to implementing the math curriculum in Grades 9 to 12.

In his book, *Building Thinking Classrooms in Mathematics*, Dr. Peter Liljedahl outlines 14 teaching practices for enhancing learning. He focuses on what types of tasks teachers use, how they form collaborative groups, where students work, how they arrange the furniture, how they answer questions, when, where and how tasks are given, what homework looks like, how they foster student autonomy, how they use hints and extensions, how they consolidate a lesson, how students take notes, how they choose to evaluate, how they use formative assessment and how they grade.

The move from traditional, lecture-based teaching methods to the Thinking Classroom is a shift from passive to active learning. In Thinking Classrooms, teachers value risk-taking, collaborative problem-solving, critical thinking, communication, and persistence.

What does this approach look like in the classroom?

Students are problem-solving in random groups rather than independently and standing and working on vertical non-permanent surfaces rather than sitting at their desks. Teachers are consolidating

student work from all over the classroom rather than always standing at the front of the room. Students are creating their own notes rather than copying the teacher's notes verbatim, and they are choosing their level of challenge on assessments rather than all completing the same tasks.

According to Heather Theijsmeijer, Program Co-ordinator for 7 to 12 Mathematics, advanced learning in mathematics calls upon all of a student's foundational learning skills from reading, writing and comprehension, to number sense, problem-solving, and communication.

"Problem-solving in math is an excellent application of active learning in math," she says. "Using reading comprehension strategies, students gain access to and understand the problem. They create a strategy and choose computational skills to solve the problem. They use communication skills to demonstrate the process as well as the solution."

The Thinking Classroom was a focus for professional learning during the 2021-2022 School Year. Dr. Peter Liljedahl spoke to all Grade 9 math teachers at the February 2022 Professional Development Day and again at the June 2022 Professional Development Day.

It is one of many strategies being implemented to enable students to achieve success in math.

A Grade 9 Math Spiral support document, created during the summer of 2021, was updated in 2022 to include new Ministry of Education resources and Thinking Classroom activities.

Additional credit rescue support for students was provided, including student tutoring and mentoring. Knowledgehook continued to be a valuable diagnostic and intervention tool for students, making math fun and interactive. Asynchronous coding resources were rolled out for teachers. One secondary school used a grant from the Learning and Innovation Fund for Teachers to build Thinking Classrooms for math.

What did we learn through the de-streamed Grade 9 math class?

"It is essential to begin with knowing your learners," says Heather Theijsmeijer. "This means starting with creating class profiles which include information about their interests, learning needs and strengths."

She adds: "It is essential to determine student readiness and entry-level understanding. Ongoing diagnostic assessments are foundational to the practice of differentiated instruction. Differentiated instruction is the ebb and flow between whole class and small group/individual activities informed by assessment." 🍌



Tutoring Support for Students

Funded by the Province of Ontario



The Ministry of Education allocated funding to school boards in the spring of 2022 to provide tutoring for students who experienced learning loss as a result of the pandemic. The allocation of tutoring was determined by the school based on assessment data and tutor availability.

Rainbow District School Board adopted two tutoring models - targeted tutoring with a focus on literacy instruction in small groups using a guided-reading style model, supplemented with explicit phonics instruction; and drop-in tutoring with a focus on support for classwork and homework assignments. Programs continued in the fall and were extended to March 2023.

Tutors were trained by the Board's central program staff to ensure consistency and effectiveness. A common framework for instruction, documentation and monitoring was used. Tutors have access to a central bank of resources.

More information about Ministry funded tutoring is available on the Board website at the following link: <https://www.rainbowschools.ca/parents/ministry-funded-tutoring-2/> 🍌

Celebrating reading success at C.V.D.C.S.



In the big, bright foyer at Chelmsford Valley District Composite School, there are walls of photos of smiling students with C.V.D.C.S. Reading Star Certificates. The photos are an individual acknowledgement and a collective celebration of students' having achieved a higher level in reading.

Principal Danielle Williamson attributes reading success at C.V.D.C.S. to a whole school approach, with classroom teachers, special education staff and educational assistants working together to model and support literacy in all grades. Instilling in each student the ability to feel successful while reading has inspired a love of reading.

Over the last two years, there have been more than 40 small reading groups throughout the school every day. Daily reading instruction and targeted reading interventions have created a school culture where reading is valued. Celebrating each student's individual growth in reading has had a significant impact in improving confidence and skills.

"The C.V.D.C.S. Reading Star Certificates are hard earned certificates that recognize every time a student achieves an increase in their level of reading," said Principal Williamson. "The Reading Stars celebrate individual progress and whole school success. They serve as daily reminders to keep up the great work – growth is happening."

C.V.D.C.S. students have earned more than 4,500 Reading Stars over the past two years, a tangible symbol of the entire school's commitment to literacy for lifelong learning. "Reading is the foundation for all learning," said Principal Williamson. "When we build strong literacy skills, we inspire a love of reading that lasts a lifetime." 🍌

Summer Program supports newcomers as they get ready to start school



In addition to the Summer Program for Newcomers, Rainbow District School Board offered established summer programs with enhancements. Special Education provided extra staff support for students in all summer programs. The special education staff worked in each program to offer intervention and small group instruction, and to implement accommodations for students with Individualized Education Plans.



Newcomers had an opportunity to participate in a first-ever Summer Program in preparation for school thanks to a partnership between Rainbow District School Board and YMCA Immigration Services.

Hosted at MacLeod Public School, the program was offered three days a week from July 19 to August 18, 2022. Given that many of the participants knew little to no English, literacy was a primary focus as students learned to read, write and speak the language under the guidance of a qualified teacher.

But it wasn't all work, no play. Students enjoyed fun activities such as arts and crafts, soccer, badminton and games. They also had an opportunity to meet community members who provide essential services, like local firefighters.

Leyla Makhambet, a Settlement Worker in Schools (SWIS) with YMCA of Northeastern Ontario, says it's important that newcomers feel welcome and supported as they settle into a new community. Helping newcomers make

the transition to the local school system is also critical to ensure continuity in their education.

The program benefits newcomers by giving them an opportunity to learn more English and connect with the community before the start of the school year.

"I think the program is very best for the Ukrainian students," says Daria Serozhenko who moved to Sudbury in spring 2021. She says her English has improved a lot and she appreciated being able to practice speaking, reading and writing.

Most of the students who attended the Summer Program for Newcomers have been to school in Canada once or twice before. For some, however, this was their first exposure to school in Canada.

Students who participated in the program said they felt better prepared for school and school life. They were eager to make new friends, get involved in extra-curricular activities, and learn even more about the community they now call home. 🍷

Some speech and language assessments and psycho-educational assessments were completed. Support was also provided to facilitate transitions back to school. Teachers and Educational Assistants worked with schools to host transition programs for 393 students from Kindergarten to Grade 12.

Finally, through the Skill Development Program for students with autism, students from Kindergarten to Grade 12 had the opportunity to participate in social and life skills programming. The Mental Health Team supported the Applied Behaviour Analysis Team in the Skill Development Program for students with autism by leading a daily group session focused on emotional literacy.

Members of the Mental Health Team also ran a five session group entitled "How Can I Support My Mental Wellness" for Grade 8 summer learners. The purpose of the group was to help students understand stress and the way it impacts how they think, feel and behave as they transition into Grade 9. Students explored the concept of a growth mindset and how to apply it daily (and when feeling stress) to help shape their approach to learning and support their mental health. 🍷



Kindergarten Camp

Approximately 456 children that began school in September 2022 participated in Kindergarten Camp. They engaged in inquiry-based learning and play, including co-operative games and outdoor activities. Children became familiar with staff and surroundings, met classmates, and got excited about starting school. 🍌

Secondary Summer School

Secondary Summer School Programs included e-Learning Summer School, the Ontario Secondary School Literacy Course, two and three credit Co-operative Education, and Credit Recovery. Programs were offered at Sudbury Secondary School. 🍌

Elementary (Grades 1 to 6)

For the 12th summer, Rainbow District School Board offered Summer Programs supported by the Council of Ontario Directors of Education (CODE). The focus was to minimize summer learning loss and provide additional instruction for students who may have required further development in basic literacy and numeracy skills. Reading focused on decoding for the primary grades and comprehension for the junior grades. A narrow focus in numeracy was selected to promote a measurable impact on student learning across Grades 1 to 6. Seven classes served 151 students at four sites. An Indigenous Support Worker incorporated Indigenous content and teachings throughout the program. 🍌

Elementary (Intermediate Program)

In the previous two years, intermediate students were included in the Virtual Summer Learning Program funded by CODE. This past summer, the two elementary programs (K to 6, Intermediate) ran separately, as they had before the pandemic, and returned to in-person learning. Thirty-eight students from Greater Sudbury and Manitoulin Island schools attended the program. Diagnostic information was gathered ahead of the program to identify areas of instructional focus. Breaking apart tricky words to decode them, strategies to figure out the meaning of unfamiliar words, and summarizing non-fiction, were areas of focus in literacy. In numeracy, students worked in small, guided mathematics groups to close gaps in fundamental number sense, operations and integers. 🍌



Student Success and Achievement

Making a difference one starfish at a time

What do starfish, alpacas, tigers and donuts have in common? They each serve as motivation for student success in teacher Lindsay Kolari's Grade 5 class at Algonquin Road Public School.

"Our staff work diligently to create brave learning spaces for children, starting with high-performance student-teacher relationships," says Principal Trevor Dewit. "Fostering strong connections with students helps shape the way they think and act in school, and improves their overall academic performance."

For Lindsay Kolari, the classroom environment is key. "When students are excited to learn, they feel safe, they want to take risks, and aren't afraid to make mistakes, everything else falls into place," she says.

At the beginning of the 2021-2022 School Year, Lindsay Kolari's class of 10 and 11-year-olds studied "The Starfish Poem" by Charles Dale Gray. It's a short tale with a lasting message: Everyone can make a difference, even if it impacts only one.

"Positive reinforcement is my jam – that is what I feel kids respond to best," says Lindsay Kolari. "So, I am always looking for ways to celebrate and emphasize the good."

Every Friday during morning announcements, Lindsay Kolari selects a student as "Starfish Student" of the week. To recognize their achievement, their photo is taken with class mascot "Al the Alpaca" and shared with students and families. Students get a Starburst candy – for being a star – and keep the alpaca at their desk for the day.

In setting the tone for her class, Lindsay Kolari believes students play





an important role in defining what is expected. Collectively, they determine how they impact the school with their behaviour, and develop rules they must follow as a unit. The teacher sets high expectations and the students set even higher expectations for themselves.

To maintain momentum, Lindsay Kolari developed an incentive program using a donut chart. Each time students “wow” her with positive behaviour, actions and achievements, a donut is added to the chart. When the box was filled, students enjoyed a sweet reward at their neighbourhood Tim Hortons.

“My students work really hard to make a difference,” says Lindsay Kolari. “They encourage one another to perform their best, and are discouraged when they don’t make the best choices.”

“Because of her relationship with her students, Lindsay Kolari is able

to use intervention strategies, when necessary, to keep students engaged at a very high level,” says Principal Trevor Dewit. “She recognizes that building resilience is more important than ever, and uses the growth mindset toolbox to develop grit.”

Award-winning psychology instructor, Dr. Robyne Hanley-Dafoe, explored five core traits that resilient people share. They include: belonging – being part of a community; perspective – how we interact with the world around us; acceptance – owning our own story; hope – training ourselves to lean into positivity; and humour – finding balance and moderation.

Lindsay Kolari exemplifies these traits by making her students feel included, understanding the impact of positive thoughts on learning, and helping

students accept that hard work is necessary for success – in learning and in life.

She also encourages her students to see a bright future for themselves, and uses humour to model self-acceptance, self-confidence and empathy towards others.

“Even by adding a donut to a donut chart, Lindsay Kolari makes sure her students feel acknowledged, seen and loved,” says Principal Dewit. “She is a model of what we want our daring classrooms to look like, and it’s working.”

He adds: “I am very proud of staff at Algonquin Road Public School, home of the Tigers, as we work collaboratively to create student-centered learning environments where personal and academic growth are the key to success.” 🍌



Algonquin students release walleye fry into Ramsey Lake

Students and staff from Algonquin Road Public School released thousands of walleye fry into Ramsey Lake the evening of June 28, 2022. The fish spawned in the school's hatchery from some 72,000 walleye eggs.

The first of its kind in Rainbow District School Board, the Algonquin fish hatchery was established by teacher Darren Foy as a prototype to stock local lakes with native brook trout and walleye.

After a two-year hiatus, teacher Ryan Crouch and Grade 7 and 8 students stepped in. With community support, they're hoping to bring the hatchery to current standards.

A strong advocate for sustainability, Ryan Crouch believes this is an important learning opportunity for

students – with ties to the curriculum from Grades 4 to 8.

"The hatchery connects theory with hands-on experience," he says. "It teaches students about cell biology and the natural development of fish from egg to fry."

"We invite students from various classes as often as possible to witness the incubation and development process under a microscope," says Ryan Crouch. "This provides a visual representation of egg maturity. This practical approach gets students excited about coming to school."

Each year, Micro-Hatcheries Inc. owner Rolly Frappier works in partnership with the Ministry of Natural Resources to extract fish eggs, and fertilize, monitor and distribute them to school hatcheries for education and conservation.

Modern hatcheries are considered a version 7, while the hatchery at Algonquin is a version 2. "There is work to be done to revamp the hatchery," says Ryan Crouch. "This, of course, is contingent on securing funds to update the equipment. We would certainly welcome support."

Principal Trevor Dewit is thrilled that the hatchery is back in action. "Students welcome the opportunity to learn about science in a fun and exciting way," he says. "Hatcheries encourage ecological literacy, environmental stewardship, and teamwork and leadership – three of the six pillars for EcoSchools certification."

He adds: "We are extremely grateful to Ryan Crouch for his work in reviving the hatchery. I also extend a special thanks to Rolly Frappier for his ongoing expertise and guidance." 🐟



Project SEARCH HSN helps students prepare for the workforce



I will work anywhere they tell me.” Seth Dumais-Armitage of Lasalle Secondary School was equally as excited to learn new skills. “After I am finished, I would like to work in a kitchen or maybe in a restaurant,” he says.

Certificates of Internship were presented to the first group of participants during the program launch at Health Sciences North on August 30, 2022. The pioneers had an opportunity to meet the partners who made it all possible.



An international program that helps students prepare for the world of work began in Greater Sudbury in the fall of 2022 thanks to a partnership between Rainbow District School Board, Health Sciences North, the City of Greater Sudbury and March of Dimes Canada.

The partners worked on the implementation of Project SEARCH HSN, a transition-to-work program that combines classroom instruction with hands-on training. Students in their final year of high school develop skills required for entry-level employment.

In its first year locally, ten students from Rainbow Schools will engage in three internships in various departments at Health Sciences North. The placements, which are eight to ten weeks in duration, are determined by student interest and skill level. Internships are guided by skilled, experienced staff including a teacher from Rainbow District School Board

and two job trainers from March of Dimes Canada.

“Everyone at HSN and HSNRI takes great pride in our organization being a place of learning. Project SEARCH is an initiative that challenges outdated barriers and aims to help create a more inclusive society and we are proud to be part of this partnership,” says Dominic Giroux, President and CEO of Health Sciences North.

He adds: “In September, we will be welcoming our first Project SEARCH cohort – with ten interns who are living with disabilities joining our teams in Pharmacy, Building Services, Food Services, and Laboratory, and other areas. Their support will contribute greatly to our hospital and it will be a privilege to help them develop the skills and confidence they need to thrive and build their futures.”

Maija Neva of Lo-Ellen Park Secondary School says she looks forward to her internships. “I can’t wait.

Project SEARCH was launched in 1996 at the Cincinnati Children’s Hospital Medical Center in an effort to promote a vibrant, inclusive workforce. There are now more than 600 Project SEARCH sites worldwide.

“Project SEARCH HSN is a shining example of how partnerships benefit students,” says Bruce Bourget, Director of Education for Rainbow District School Board. “I would like to commend everyone who worked diligently over the past year to bring this program to Greater Sudbury under the leadership of our Principal of Special Education Programs and Services, Colleen McDonald. We thank Health Sciences North, the City of Greater Sudbury and March of Dimes Canada for joining with us to enable students to achieve their full potential. What a wonderful opportunity for students in Rainbow Schools.” 🙌



Rainbow Board Student Senate hosts Learn to Lead Conference

The Rainbow District School Board Student Senate hosted the Learn to Lead Conference on May 5, 2022. Students from all Rainbow secondary schools gathered in person for the full-day event at the Cambrian College Amphitheatre.

“Through this conference, we hope to showcase the many leadership opportunities available to students,” said Student Trustee Michael Yao. “We want students, the future leaders of our generation, to leave feeling empowered and inspired to lead and make change.”

Hall of Fame speaker Sunjay Nath shared his insights on leadership

with students. He offered a framework that helps individuals and teams improve performance. His methodology combines best practices with small wins to help people empower themselves.

Following the keynote address, participants engaged in breakout sessions led by members of the Student Senate. Activities were designed to support and nurture enthusiastic student leaders in a fun and creative way.

Rainbow District School Board thanks the Ministry of Education for supporting this student conference through a SpeakUp Grant. 🙌





Congratulations!

Celebrating the Class of 2022

The 2021-2022 School Year culminated with the return to in-person graduation ceremonies.



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Truth and Reconciliation

Rainbow Schools mark the first National Day for Truth and Reconciliation

It was still dark out as staff from the Centre for Education made their way to work on September 30, 2021 to participate in a long-held practice among First Nations, a Sunrise Ceremony.

As headlights beamed into the parking lot at 408 Wembley, they cast a glow on the huge tipi set up the day before to shelter the Sunrise Ceremony *Biidaaban M'nidookewin* which was conducted by Mr. Gerard Sagassige, Traditional Medicine Advisor from the Curve Lake First Nation.

Breathing in the cool air of the crisp autumn morning, staff gathered around the Sacred Fire *Gichitwaa Shkode* waiting for the ceremony to begin. If they had yet to grasp the magnitude of the moment, they knew they were part of something significant.

This was a historic day, the first National Day for Truth and Reconciliation, and the Sunrise Ceremony was being held to solemnly acknowledge the little ancestors from Indigenous families and communities that never made it home from Residential Schools, and to commemorate the Survivors and their families.

As Mr. Sagassige shared his knowledge about the lived experience of his ancestors and about his own experience with intergenerational trauma resulting from Residential Schools, staff gained a greater understanding of a part of Canadian history that had remained dormant for decades until Survivors began to speak about their experience at Residential Schools.





NATIONAL DAY FOR Truth and Reconciliation

#EveryChildMatters



Mr. Sagassige provided a Smudge *Bkwenenigan* for the cleansing of mind, body and spirit. Participants were encouraged to be thankful for the gifts of the four elements of life - water, air, land and fire. The cardinal points of the Medicine Wheel Teachings emphasized the importance of knowing and respecting all relations within Creation and the universe - plants, trees, animals, fish, bird life, the sun, moon and stars.

Participants were invited to touch Mr. Sagassige's pipe which has deep meaning in First Nations culture. It symbolizes peace and harmony. Participants also received a Tobacco Tie *Semaa* and were invited to commit to support healing and wellness by laying the tobacco in the Sacred Fire.

As the sun rose to greet another day, but not any other day, buses rolled into Rainbow Schools in Sudbury, Espanola and Manitoulin Island. A sea of students wearing orange were about to engage in a history lesson that would shed light on a dark chapter in Canada, the tragic impacts of Residential Schools on the First Peoples of Turtle Island, North America.

Flags flew at half-mast as Rainbow Schools observed a moment of silence in honour of the Residential School Survivors who shared their stories and for the many children who never made it home and are buried in unmarked graves which are now being discovered across Canada.

Rainbow Schools played a pre-recorded honour song by Bryden Gwiss Kiwenzie, from the Indigenous "Anishinaabe" community in Sudbury. He sang the Unity Song with the Grandmother Drum. Bryden has been performing in traditional drum circles since childhood and was nominated for the Best Hand Drum Album of the year at the 2017 Indigenous Music Awards.

Students gained a deeper understanding about residential schools and their impact on generations of Indigenous peoples, explored Canada's residential school system from a child's perspective, talked about how they would feel if something special were taken from them, engaged in traditional Indigenous hand drumming, created orange hearts with words and images to reflect their learning, and participated in daily seminars with the National Centre for Truth and Reconciliation that touched on treaties, land claims, language, culture, truth and reconciliation.

Students learned about the residential school experience of Phyllis Webstad who has shared her story of a beautiful orange shirt that was given to her by her family and was taken away from her to never be seen again. Students also explored the Sixties Scoop in relation to reconciliation, created orange shirts and banners to show their support and ongoing commitment to

truth and reconciliation, made bannock and wampum belts, and painted orange rocks with reflective words that were placed to create a large orange shirt outside a school.

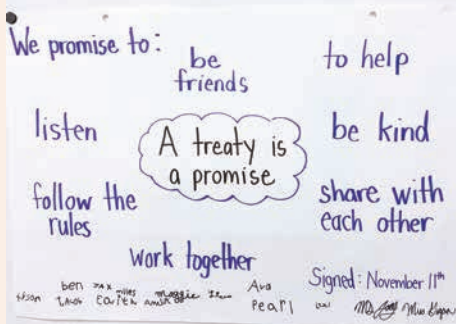
Students, both Indigenous and non-Indigenous, planned meaningful ways to contribute to the healing process for all Survivors and their families.

The National Day for Truth and Reconciliation and Orange Shirt Day reaffirmed and reinforced the importance of the *Truth and Reconciliation: A Commitment to Action* plan developed by member First Nations and Indigenous staff and adopted by Rainbow District School Board.

The plan is dedicated to Residential School Survivors, including those who have passed into the Spirit World. The Survivors include many who serve as Elders today for their home communities including the Rainbow District School Board.

Rainbow Schools continue to nurture inclusive, safe, supportive and welcoming environments for students. Through the humility, bravery, wisdom, respect, honesty, love and truth of Indigenous peoples, we are learning that every child matters and that every child belongs to a school that fosters resilience, equity and community for all. 🍁

Rainbow Schools participate in Treaties Recognition Week



Staff and students in Rainbow Schools continued to learn about treaty rights and relationships during Treaties Recognition Week from November 1 to 5, 2021. Activities and lessons were part of Rainbow District School Board's ongoing focus on Indigenous Education.

"Treaties Recognition Week engaged students in dynamic learning opportunities," said Director of Education Bruce Bourget. "The week provided another opportunity to deepen knowledge and build understanding as we move from commitment to action on Truth and Reconciliation."

Rainbow District School Board passed a motion in April 2017 committing to key recommendations from the Truth and Reconciliation Commission as they relate to education. Under the guidance of the First Nations Advisory Committee, and through broad community consultations led by Nbsiing Consulting, the *Truth and Reconciliation: A Commitment to Action*

plan was developed and is currently being implemented.

At Manitoulin Secondary School, students in the First Nations, Métis and Inuit in Canada class studied treaties – from wampum belts in the 1700s, to The Royal Proclamation of 1763, the Robinson-Huron Treaty of 1850, the James Bay and Northern Québec Agreement, and finally a detailed analysis of the Treaty of Manitoulin Island from 1862. Classes joined online sessions to hear from some of the First Nation Chiefs in Ontario.

Over at Assiginack Public School, the Grade 7/8 class discussed the Robinson-Huron Treaty virtually with a member of the Robinson-Huron Trust legal team. At C.R. Judd Public School students created classroom treaties, while others participated in "Treaty Talks" online. At Little Current Public School, students made their own wampum belts. At Markstay Public School, students watched a video series on "Indigenous Voices on Treaties", where speakers shared their knowledge about the importance

of treaties, treaty relationships and rights in Ontario. At S. Geiger Public School, students learned about treaties being promises and the importance of keeping a promise.

All schools participated in Treaties Recognition Week.

Students learned about the treaties of Ontario, with a focus on the Robinson-Huron Treaty and explored the resource "We Are All Treaty People" to learn about treaty relationships. A treaty map was prominently displayed, and student reflections were posted alongside the map as the week progressed.

Students learned about the significance of wampum belts through literature and activities. Information was featured in morning announcements, and dialogue continued in classrooms. Indigenous speakers shared their knowledge with classes. Bulletin boards and displays highlighted treaties.

Students made connections to various areas of the curriculum and incorporated the teachings of the medicine wheel. Students also learned about the wampum belt with an opportunity to make their own. Students enjoyed Anishinaabemowin storytelling presentations. Some students received a "Treaty Tracks" activity book.

The Province of Ontario passed the first legislation of its kind in Canada declaring the first full week of November as Treaties Recognition Week in 2016.

According to the Province, "By learning more about our collective treaty rights and obligations, we can create greater understanding and nurture relationships between Indigenous and non-Indigenous peoples."

Treaties Recognition Week was launched in response to the Truth and Reconciliation Commission's Calls to Action to increase treaty awareness and provide students and the public with an important opportunity to learn why treaties matter. 🍁



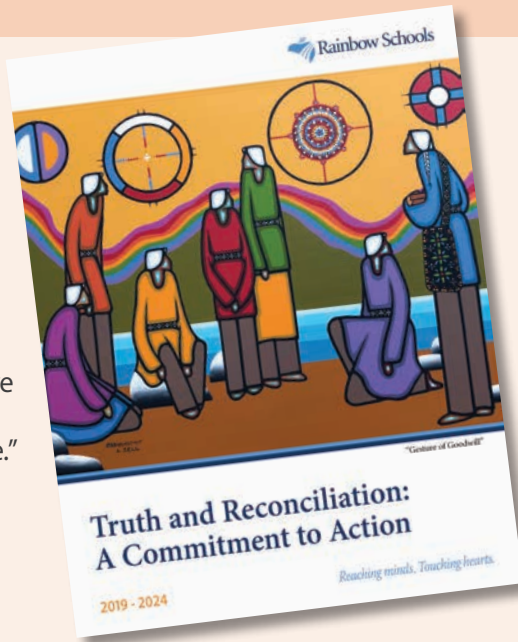
Stand-Alone Priority: Truth and Reconciliation

Truth and Reconciliation is now a stand-alone priority in Rainbow District School Board's multi-year strategic plan.

Director of Education Bruce Bourget says this acknowledges the ongoing importance of the *Truth and Reconciliation: A Commitment to Action* plan adopted by Rainbow District School Board.

"Making Truth and Reconciliation a priority on its own will ensure that we remain intentional and focused," says Director Bourget. "While we have made great strides on this important work, there is much more to be done."

A broader team of educators has been established to lead the implementation of the action plan in Rainbow Schools.



Buttons and bookmarks

Greeting our youngest learners as they begin their journey

At the 2022 Kindergarten Orientation sessions, children received a Rainbow Schools bag with learning materials.

New this year, a button was added to greet students in English, French, First Nations, Métis and Inuit.

Conceived by Indigenous Support Worker Hazel Fox-Recollet with input from Elders, the button was a tangible way of saying welcome to the Board's youngest learners and their families as they begin their journey of learning in Rainbow Schools.

A bookmark accompanying the button outlined the significance of the design in relation to Indigenous culture.



Return of field trips

Schools visit maple sugar bushes

Students from Queen Elizabeth II Public School, Princess Anne Public School and Lansdowne Public School visited Maple Hill Farm in Hanmer in the spring of 2021.

In advance of the field trip, students studied maple syrup through an Indigenous lens and a French-language perspective. Students enjoyed comparing the taste of maple water to maple syrup and baked maple syrup pie. They had an opportunity to taste taffy at Maple Hill Farm.

Students from Sudbury Secondary School visited Atikameksheng to learn about harvesting maple syrup. Atikameksheng's cultural program team shared traditional teachings with students.



"Students loved being out on the land learning valuable lessons," said Tim Nadjiwon, Vice-Principal of Indigenous Education. "Field trips provide a wonderful opportunity for students to engage in cultural experiences. After a two-year hiatus, this field trip was particularly welcomed."

Empowering Indigenous Students

One Teaching at a Time



A series of seven honours aimed at empowering Indigenous students was launched in all Rainbow secondary schools in the 2021-2022 School Year.

The awards were originally created in 2016 for Mishko-Ode-Wendam, a program school for Indigenous students operated by Rainbow District School Board in partnership with the Shkagamik-Kwe Health Centre.

The Indigenous Student Success Awards were extended to all secondary schools to better reflect the Indigenous student population served by the Board.

“The goal of this awards program is to inspire our Indigenous students to strive to achieve their full potential,” says Director of Education Bruce Bourget. “The awards honour student pride in their Indigenous culture and identities, and their world views as Indigenous people.”

Award categories mirror The Seven Grandfather Teachings of Bravery, Humility, Honesty, Love, Respect, Truth and Wisdom. The teachings are now part of the Board’s values.

Awards criteria were developed through the voices of Indigenous Support Workers, Elders, Knowledge Keepers and Indigenous student leaders, in consultation with staff from Mishko-Ode-Wendam and the Shkagamik-Kwe Health Centre.

Recipients are selected by the school’s Indigenous Support Worker with input from educators and administrators.

For eligibility, students must be enrolled in Grade 12 with plans to graduate that year. Recipients must also display student success within western education and traditional teachings, demonstrate positive progress using a holistic approach - mentally, physically, emotionally and spiritually - and must exhibit personal growth through their education.

All recipients receive a suitably framed certificate and a \$100 bursary. Students may receive more than one award if they authentically demonstrate the teachings for each award.

Certificate designs were created by Michael Lampman, a Grade 12 Arts Education student and graphic artist from Sudbury Secondary School.

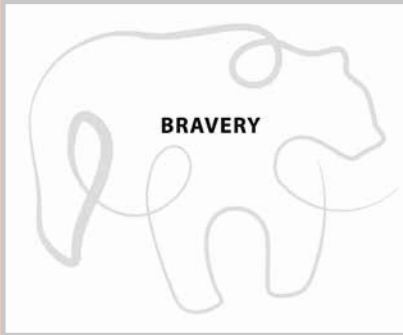
The designs are in keeping with traditional Indigenous art inspired by the animals that represent each of The Seven Grandfather Teachings: bear for Bravery, wolf for Humility, Sasquatch “Sabe” for Honesty, eagle for Love, buffalo for Respect, turtle for Truth, and beaver for Wisdom.

“These awards acknowledge our commitment to our students, their families, their communities and their Indigenous heritage,” says Director of Education Bruce Bourget. “Recipients are proud to walk across the stage to receive their awards, and staff are honoured to be part of their journey.” 🍁



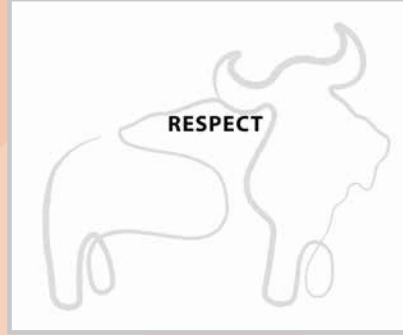
Indigenous Student Success Awards

Bravery Award



Bravery is shown by facing new challenges and experiences. Presented to a graduating student who protects what they believe in and what they feel is right for their community, family and self.

Respect Award



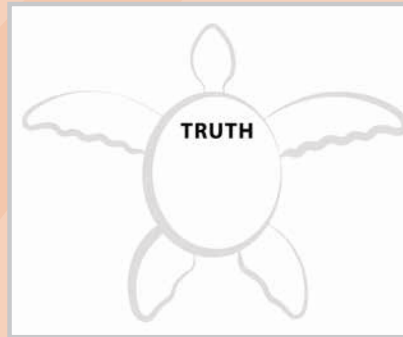
Respect is understanding the balance between the needs of self and the needs of others. Presented to a graduating student who has honoured creation and by treating others as you would like to be treated.

Honesty Award



Honesty is being our truest self. Presented to a graduating student who walks tall, accepts themselves, and does not seek power, speed or the beauty of others.

Truth Award



Truth is understanding the importance of both the journey and the destination. Presented to a graduating student who walks one's path in a slow and mindful manner.

Humility Award



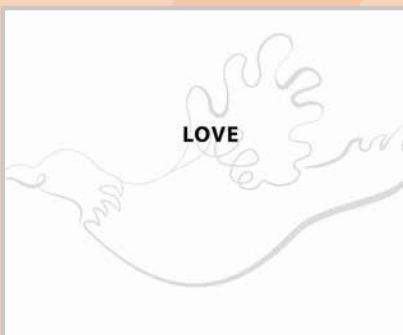
Humility is to know you are a sacred part of creation. Presented to a graduating student who lives life selflessly - not selfishly.

Wisdom Award



To cherish knowledge and to understand your natural gifts is to know wisdom. Presented to a graduating student who observes life and all that is around them.

Love Award



To know love is to know peace. Love can be found in the core of all teachings. Presented to a graduating student who views their inner-self from the perspective of all teachings. This is to know love and to love yourself truly.



Environmental Education and Sustainability

100 per cent of Rainbow Schools EcoSchools Canada Certified

When Rainbow District School Board declared a climate change emergency, a commitment was made to have all of its schools EcoSchools Canada Certified by 2022. As the school year drew to a close, EcoSchools Canada officially confirmed that the mission had been accomplished. Rainbow District School Board was one of only two school boards in Canada to have achieved the distinction in the 2021-2022 School Year.

“Achieving 100% EcoSchools certification is a very significant achievement for a school board,” said EcoSchools Canada Program Manager Clara Luke. “Being a certified EcoSchool means that a school is committed to environmental sustainability and climate action. For an entire school board to have this commitment from all of its schools signals that there has been a concerted effort to take environmental action and that the support for this important work spans the school community, and beyond – including students, teachers, school administrators, custodial staff, support staff, school board administrators and trustee leadership.”

She added: “We extend a huge congratulations to all Rainbow

Schools and all members of their school communities who worked so hard during another challenging year to prioritize climate action and sustainability.”

“On behalf of the Board, I commend all schools for their outstanding achievement,” said Chair Bob Clement. “The Board made the commitment, schools embraced the challenge, and students and staff worked with purpose and with passion to achieve their goals.”

He added: “As we celebrate the happy outcome, we can all be proud that we have made a difference. More importantly, we have instilled in students and the school communities that we serve eco-friendly practices that will last a lifetime.”

“With our ongoing focus on sustainability, our schools have reduced their carbon footprint,” said Director of Education Bruce Bourget who praised the Board’s Environmental Education Committee for its leadership and all schools for their stewardship.

“Our schools have demonstrated that the smallest of changes can have profound impacts,” said Director Bourget. “Students are adopting the values and behaviours required to achieve sustainability, transferring what

they are learning in the classroom into their homes and into their communities. This generation is leading the way, paving the path forward for those who will follow in their footsteps.”

By the numbers, Rainbow Schools earned 11 Bronze certifications, 7 Silver, 13 Gold, 11 Platinum and 1 Remote/Virtual School certification in the 2021-2022 School Year. According to EcoSchools Canada, any level of certification is an achievement to be proud of. It indicates that a school is taking action on climate change while empowering students to make climate-conscious decisions in their daily lives, and to share these learnings with their families and communities.

The significance of the certifications, however, is best reflected in the overall impact these environmental efforts have on the planet by supporting the United Nations Sustainable Development Goals – 815 kilograms of waste diverted from landfill and 41 tons of CO2 emissions reduced from school ground greening activities. In addition, 13 schools participated in actions related to water conservation, 281 classrooms had their energy efficiency optimized and 1,828 waste-free lunches were packed and taken to school. Rainbow Schools promoted responsible consumption and production, climate action, clean water and sanitation, affordable and clean energy, and





sustainable cities and communities.

The top 10 environmental actions that occurred in Rainbow Schools, in reverse order, were indoor gardening and greenhouses, pollinator gardens, National Sweater Day, Take Me Outside Day, switch off lights and devices, Earth Day, Community Clean-up, waste-free lunch, good on one side paper and, ranked number one, create your own action. Schools went beyond traditional environmental practices and found creative ways to make a difference.

Barrydowne College, for instance, grew a food garden by overcoming infrastructure challenges – one classroom with windows and no outdoor space. The alternative school, located at Cambrian College, had hydroponic gardens installed in their classrooms. The herbs and vegetables

grown were used in food classes to prepare nutritious meals for students.

Environmental Education and Sustainability is a priority embedded in Rainbow District School Board's Strategic Directions for 2022 to 2027.

The EcoSchools commitment is the cornerstone of the Board's Climate Change Action Plan.

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. 🌱

Monthly Environmental Challenges motivate, inspire and affect change



Rainbow District School Board's Environmental Committee issues monthly challenges to staff and students to increase awareness about global warming and encourage sustainable practices throughout the school year.

"The challenges, which include an Indigenous component, have proven to be an effective way to broaden the scope of education and environmental action," said Superintendent Judy Noble who praised the Environmental Education Committee and all schools for their tremendous efforts. "Staff and students rose to the challenge throughout the school year. We are all so proud of them for their outstanding achievement, which contributed to the Board's overall success with EcoSchools."

Through an "Anishinaabe" perspective, students 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*.

Relevant Anishinaabemowin reinforces appropriate action to support the environmental focus for the month.

SEPTEMBER 2021

World Rivers Day



Rainbow Schools kicked off the environmental challenges on September 27, 2021 with World Rivers Day – *Kina ngoji Ziibiing Giizhigad* – a day of walking for the water. Water walks are a traditional Indigenous practice that promote respect for water and care for earth.

OCTOBER 2021

Waste Reduction Week



Waste Reduction Week from October 18 to 22, 2021 featured a series of challenges from Community Clean-Up/Wear Blue Monday, Clothing Drive Tuesday, Waste Audit Wednesday, No Plastics Thursday, and Litterless Lunch Friday.



NOVEMBER 2021

World Fisheries Day

Where have all the fish gone? That is a question staff and students in Rainbow Schools pondered during World Fisheries Day – *Kina ngogi Giigoon Giizhigad*. The global movement is celebrated annually on November 21st to highlight the importance of maintaining the world’s fisheries. Rainbow Schools participated on Monday, November 22nd.

DECEMBER 2021

International Volunteer Day

This global celebration of volunteers takes place every year on December 5th to shine a light on the impact of volunteer efforts everywhere. In Rainbow Schools, volunteers make a valued contribution to schools and school communities.

JANUARY 2022

Seed Swap Day

It may have been cold outside, but inside Rainbow Schools staff and students were thinking about spring and the bounty seeds will bring. Seed packets were sent to all schools to begin early planting for vegetable and pollinator gardens.

FEBRUARY 2022

National Sweater Day



Rainbow District School Board turned down the heat and invited students and staff to wear a sweater on February 10th. Sweater Day raises awareness about renewable energy and encourages us to think about energy consumption and change our habits.

MARCH 2022

International Day of the Forest

Staff and students immersed themselves in nature with shinrin-yoku, or forest bathing, on March 21st. Practitioners consciously use their five senses to remove overstimulation and connect with the environment.

APRIL 2022

Earth Day



We can invest in our planet *Shkagamikwe* by taking time to acknowledge the life-giving qualities of the earth, and spending personal time connecting with land, water and nature.

MAY 2022

World Turtle Day

The day was created to increase knowledge, respect and the protection of all species of turtles and tortoises around the world. With their disappearing habitats, this day also encourages human action to help them survive and thrive.

JUNE 2022

Clean Air Day



This day recognizes the importance of good air quality for our health, our environment, and the economy. The focus this year was on air quality and health in our ever-changing climate. 🌱

Yellow fish remind Lo-Ellen Park residents that Only Rain Goes Down the Drain



There are yellow fish in the Nepahwin Lake watershed, but they're not in the water. With brushes and stencils in hand, Lo-Ellen Park Secondary School students have painted yellow fish symbols with the words 'Rain Only' on area storm drains.

It's all part of Trout Unlimited Canada's Yellow Fish Road™ education campaign and a collaborative project by Lo-Ellen Park Secondary School, the Junction Creek Stewardship Committee, and the Nepahwin Lake Watershed Stewardship Group with support from the City of Greater Sudbury Lake Stewardship Grant Program.

Lo-Ellen Park students also distributed Yellow Fish Road™ fish-shaped door hangers and information on road/rock salt alternatives for driveway ice removal to area households.

"This project supports our commitment to World Rivers Day by taking community action to protect and educate others about a local watershed," said Colin Veevers, Environment Specialist High Skills Major Lead and Science and Outdoor Education teacher at Lo-Ellen Park Secondary School. "Learning and



applying information about a real-world issue in our students' own community is a great way to deliver the Yellow Fish Road™ program," he added.

Students learned that drains are open doorways to rivers, lakes and streams for pollutants such as soap, fertilizer, litter, pet feces, cleaners, road salt, used motor oil and automotive fluids, paint and solvents. In the Lo-Ellen Park neighbourhood, all the water that goes into the stormwater drain goes, untreated, directly into Nepahwin Lake. "Household waste entering storm drains can harm fish and wildlife and reduce lake water quality," said Grade 11 student Nathan Gravel. "We all need to remember Only Rain Goes Down the Drain."

Run-off from lawns and driveways during rain events or snow melts accounts for much of the contaminants entering storm drains. "There are several ways that citizens can manage

their own properties to help keep contaminants out of our waterways," said Miranda Virtanen, Executive Director, Junction Creek Stewardship Committee. "These include not using pesticides, herbicides or phosphorus containing fertilizers, picking-up pet waste, avoiding fuels, antifreeze, and other chemical spills, using proper waste disposal and picking up litter, using salt alternatives for driveway ice removal and using a vegetation buffer and gravel instead of pavement to help filter stormwater."

Nepahwin Lake watershed storm drains, located by curbs, empty into the lake via 20 drainage discharge sites, seven of which have oil-grit separators to help remove oils, debris and sediment. However, substances that dissolve in water go untreated into the lake.

With increasing urbanization in the Nepahwin Lake watershed over the past decades, run-off of dissolved substances such as phosphorus and chloride into storm drains have led to increased levels in the lake. "Phosphorus levels had reached a high enough level in 2019 for the City of Greater Sudbury to designate Nepahwin Lake as a waterbody requiring 'enhanced management,'" said Mandy Hey, Co-chair of the Nepahwin Lake Watershed Stewardship Group.

She added: "It is our hope that with few new land developments happening in the watershed and adherence to Sudbury's 2012 Lawn Fertilizer By-Law, phosphorus levels may flatten or decline. Chloride levels, however, have reached levels higher than is safe for the protection of aquatic life. Most of the chloride comes from road or rock salt used on municipal roads, private or commercial parking lots or residential driveways."

Mandy Hey said a consequence of high chloride levels can be the decline in microscopic zooplankton that graze on algae. In recent years, Nepahwin Lake has experienced decreased water clarity, increased growth of native and invasive aquatic plants, and blue green algae blooms. 🌱

Go Big or Go Home

New mural celebrates Northern wilderness

Call it a case of go big or go home! Cambrian College and Lo-Ellen Park Secondary School unveiled a massive new mural on May 20, 2022.

The mural, called Northern Resurgence, is 16 metres in length and 2.4 metres in height.

Northern Resurgence is located in the cafeteria of Lo-Ellen Park Secondary School. It depicts the beauty and fragility of the northern wilderness, and the importance of revitalizing and conserving the landscape. Over the past 50 years, considerable work has been done to re-green the community, earning Sudbury international praise and awards in the process.

Lo-Ellen Park Secondary School has also undergone a dramatic transformation. Over the past four years, the school has been renovated, creating modern spaces for students and staff. The blank wall in the new cafeteria provided the perfect canvas to blend art, history and geography.

"Our first thought was to bring the outside in," says Lo-Ellen Park Secondary School Principal Pamela Potvin. "Johanna Westby and her students from Cambrian College made our vision come to life with this amazing mural."

She adds: "In addition to brightening up the space, the mural tells a story and celebrates our region, the beauty of our natural landscape, and the re-greening efforts that have taken place over many years. This mural will connect our school community to the local landscape for generations to come."

Northern Resurgence is the largest mural ever created by students and faculty in Cambrian's School of Creative Arts and Design.

"We are so proud to present this mural, a project in partnership between Cambrian College's School of Art and Design and Lo-Ellen Park Secondary School," says Johanna Westby, a



professor at Cambrian College who worked on Northern Resurgence. "This project is a fantastic opportunity for our art and design students to experience working on large-scale public art, and to create something as a team which will benefit the community. We are so thrilled to have the opportunity to work with Lo-Ellen Park Secondary School to realize this mural, and we hope it will make a positive impact for years to come."

Joining Johanna Westby in the creation of Northern Resurgence were nine students from Cambrian's

programs of Art and Design Fundamentals, Design and Visual Arts and Graphic Design. Together, they spent approximately 250 hours creating the mural.

"Working on the mural gave me a reason to hang out with awesome people during stressful times," said Ivy Pellerin, first year student in Design and Visual Arts from Blind River. "We painted with laughs, jokes and great chats. It's an amazing feeling to see it finished. It's something to remember forever." 🌱



Equity and Inclusive Education

Student Census consultations

All stakeholders provide input

The Ministry of Education mandated that all school boards in Ontario collect and analyze voluntary demographic and perceptual data about students by the end of 2022.

The Ministry of Education provided school boards with sample questions consistent with the Anti-Racism Data Standards established through the Anti-Racism Act.

During the 2021-2022 School Year, the sample questions were presented to a variety of school board stakeholders for conversations and consultations, including students, staff, elected officials, First Nations communities, parents/guardians and partners.

The questions were finalized by a Census Steering Committee who also provided input. The Steering Committee included representatives of the Board's federations and unions.

The Census questions, therefore, reflected the input from many people over many months. The Board of Trustees was consulted throughout the process.

From October 3 to 7, 2022, Rainbow District School Board invited parents/guardians of students in Kindergarten to Grade 8 to complete the Census at home. Students in Grades 9 to 12 completed the Census at school. Participation was voluntary.

The Board hosted a series of Census Cafés for newcomers and other interested parents/guardians. Computers were available to complete the Census with the assistance of staff.

Identity-based data included race, ethnicity, religion, gender,

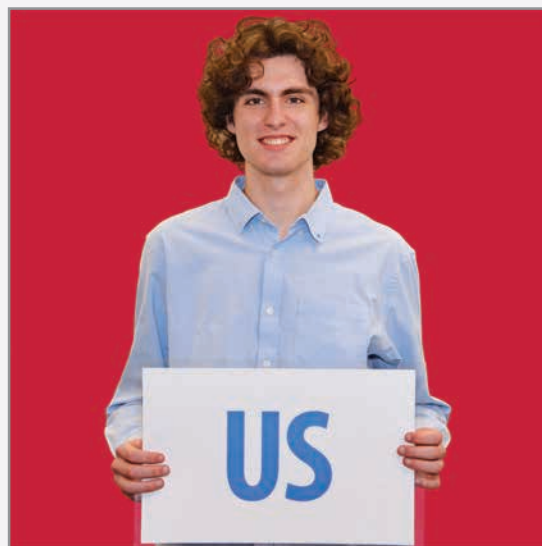


"The Census gives a sense of who students are, where we come from, and allows staff to determine how to help us effectively."

Everyone counts.
CENSUS 2022

Rainbow Schools

Ontario



"By completing the Census, you are helping to make a change."

Everyone counts.
CENSUS 2022

Rainbow Schools

Ontario

sexual orientation, ability and socio-economic status. Participants were able to skip any question they preferred not to answer.

Questions regarding gender identity and sexual orientation were grade-level appropriate, consistent with *The Ontario Curriculum, Health and Physical Education (2019)*. Kindergarten to Grade 3 students were not asked about sexual orientation or gender identity.

The Census consisted of 10 questions that took an average of three minutes to answer. A completion bar at the bottom of the screen tracked progress. Care was taken to ensure there would

be more than 10 responses to answers to protect privacy.

Respondents were able to scroll over words they did not understand to access a definition. A translation tool was also available within the Census. Text to speech and other accommodations were provided by contacting census@rainbowschools.ca or talking to the school Principal. Paper copies were available on request.

While the Census was confidential, it was not anonymous. The demographic data that was collected will be merged with student achievement data to determine



*"I am unique
and everyone else is unique,
and our diversity
is something to be proud of
and to celebrate."*

Everyone counts.
CENSUS 2022

Rainbow Schools

Ontario



*"Everything that's being
learned from the Census
is for the benefit of students
and creating safe and
inclusive environments."*

Everyone counts.
CENSUS 2022

Rainbow Schools

Ontario

challenges and opportunities for groups of students, not individual students.

Data will be presented in aggregate form only. Individual responses will not be shared.

The data will be used to produce reports on overall student achievement and well-being based on identity and demographics. By identifying trends and gaps, we will be able to determine how groups of students are doing in our schools.

How can we improve school environments to make them more welcoming? How can we help all students achieve success? Might some students benefit from targeted initiatives? Are there specific areas where we need more resources? The data will help guide programs, strategies, procedures, practices, resources, and supports.

For example, comparing identity-based student data with data on

program enrolment, suspensions, expulsions, and graduation rates may reveal more precisely how certain groups of students may benefit from targeted resources. Linking the Census information to other information will enable the Board to analyze the data in more meaningful ways to see if any notable patterns or trends emerge.

The goal is to better understand the needs of students and better target supports to address the needs of students to ensure the well-being and success of all learners.

The more schools know about their students, the better they will be able to meet their needs as they continue to foster safe, welcoming, inclusive school communities where everyone belongs.

Workforce data will be overlaid on top of student data when a Workforce Census is completed in the spring of 2023.

Supporting student success through the power of data



Program Principals and Information Services staff are working with Compass for Success to bring various data sets together to gain a deeper understanding of how we can support our students.

Compass for Success is the result of a collaboration of school boards working together to build capacity to use data to improve student achievement.

"One of our goals is to achieve better student outcomes through the use of real time data analytics," says Director of Education Bruce Bourget.

He adds: "There has been a great deal of work in preparation to have these tools ready. Once the final phases of data transfer and validation are complete, training for use of the tools will begin."

Daily data updates from Aspen, the Board's new student information system, will allow school administrators to track student progress and make evidence-based decisions to improve outcomes through targeted interventions and strategies.

Data includes school attendance, report card marks, EQAO results, and learning skills.



Teachable moments

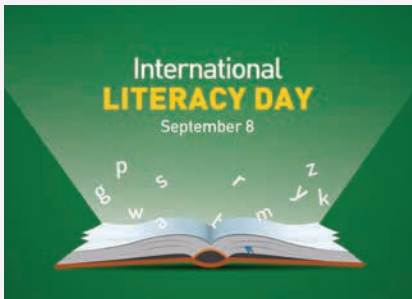
Board acknowledges days of significance

A key component in making schools more inclusive is recognizing days of significance through equity messages and posts.

“Throughout the school year, we are being intentional in our efforts to represent the diverse students and families that we serve,” says Director of Education Bruce Bourget.

He adds: “Sharing days of significance with our staff on email and our community on Facebook creates awareness, builds understanding, and cultivates a caring community.”

International Literacy Day – SEPTEMBER 8, 2021



In 1966, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) designated September 8th as International Literacy Day in an effort to address global illiteracy.

This day aims to educate the public about the value of literacy as a matter of pride and civil rights, and to promote a more literate and progressively sustainable society.

Today, literacy challenges persist with some 771 million individuals lacking basic literacy skills. The theme for this year’s International Literacy Day is Transforming Literacy Learning Spaces - an opportunity to build resilience and ensure quality, equitable, and inclusive education for all.

Rowan’s Law Day – SEPTEMBER 29, 2021



Today is #RowansLawDay - a day to raise awareness about concussion safety on and off the field.

Whether you’re an athlete, a parent/guardian, a coach or an educator, knowing what to do saves lives. On this day, let’s remember Rowan Stringer. Learn more about concussion awareness at rainbowschools.ca. Click on Athletics.

World Teachers’ Day – OCTOBER 5, 2021



Happy World Teachers’ Day to the many dedicated educators in Rainbow Schools.

Thank you for all that you do for the children and young adults in the communities that we serve. When you reach minds and touch hearts, you make a difference in someone’s life. When you make a difference in someone’s life, you help to shape the future. When you help to shape the future, you make the world a better place. **Thank you for being difference makers.**

World Food Day – OCTOBER 16, 2021



**Our actions are our future.
Be a part of the change.**

World Food Day is a day when 150 countries join together to promote worldwide awareness for those who suffer from hunger, and to show support for the eradication of hunger on a global scale. Our

actions are our future. Be a part of the change.

Diwali – NOVEMBER 4, 2021

Diwali - or Deepavali - is one of the South Asian diaspora’s largest and most important religious festivals. The festival was named from the row - avali - of clay lamps - deepa - that are lit outside their homes to symbolize the inner light that protects from spiritual darkness.



Observances of Diwali differ depending on region and tradition, but all centre around food, family and celebration of the year to come. We wish all a happy and healthy festive season filled with love and light.



Veterans' Week – NOVEMBER 5 to 11, 2021



Each year in the lead up to Remembrance Day on November 11th, we honour the Veterans who have served Canada in times of war, military, conflict and times of peace. **Lest we forget.**

International Day of People with Disabilities – DECEMBER 3, 2021



On this day, we are reminded of our responsibility to better understand disabilities, and promote the rights and well-being of persons with disabilities in our communities.

This year's theme for International Day of People with Disabilities is "Fighting for rights in the post-COVID era." Let's join together to bring awareness to the many challenges, barriers and opportunities faced by people with disabilities in the context of a global pandemic.

Gimaah Giizhigad – JANUARY 6, 2022



Traditionally, January 6th has been recognized as *Gimaah Giizhigad* for the Anishinaabe people. *Gimaah Giizhigad* is a time to celebrate

good leadership and to host a Naming Ceremony - where members of the community, especially little ones, are given their *Anishinaabe Noozwin* spirit name. This day has become a formal opportunity to welcome and celebrate all new babies born throughout the year.

Gimaah Giizhigad is also a time when families gather to recognize the potential of future leadership and celebrate through feast. As part of the long-established custom, in some communities, attendees would find a bean or coin in their biscuit. This would indicate their responsibility, alongside their families, to organize the celebration and community feast the following year.

International Holocaust Remembrance Day – JANUARY 27, 2022



On November 1, 2005, the UN General Assembly adopted resolution 60/7 to designate January 27th as International Holocaust Remembrance Day (IHRD).

The date marks the liberation of the Auschwitz-Birkenau concentration camp and is meant to honour the six million Jews who were murdered and the countless other victims who suffered under Nazism. The same resolution supports the development of educational programs to remember the Holocaust and to prevent further genocide. **#WeRemember**

Black History Month – FEBRUARY 1 to 28, 2022

In December 1995, February was officially recognized as Black History Month in Canada following a motion put forward by Dr. Jean Augustine – the first African-Canadian woman to be elected in the House of Commons.

Black history is our history. Take the time to learn about, honour, and celebrate the achievements and contributions of Black Canadians and their communities.



International Day of Pink – APRIL 13, 2022



April 13, 2022 marks the International Day of Pink - a day when citizens across the globe unite to celebrate diversity and raise awareness against homophobia, transphobia, transmisogyny, and all forms of bullying in schools and communities. 🌈



De-streaming Grade 9 opens up more options



Students starting secondary school in September 2022 no longer select Academic or Applied pathways in their first year of study.

All Grade 9 courses are now offered in one stream for all Grade 9 students, including compulsory courses (such as math, science and English) and electives (such as physical education, technology and music).

Students in the Applied stream of study are limited in the courses they can take in later grades, which in turn limits their access to post-secondary education.

De-streaming of Grade 9 gives students more time to choose a pathway of study, which broadens their options and opens doors for their future.

Research has shown that students benefit from learning in groups of students of varied abilities and interests.

This creates a dynamic classroom community where students are challenged to think critically and solve problems, building on prior knowledge.

When students expand their minds and grow their confidence, they have every opportunity to achieve their full potential.

The Ministry of Education introduced de-streaming in September 2021 with a new Grade 9 mathematics course that emphasizes real-world applications and financial literacy.

A new Grade 9 science course was launched in September 2022. This course enables students to develop their understanding of concepts related to biology, chemistry, physics,

and earth and space science, and to relate science to technology, society, and the environment.

The following Grade 9 course codes were used in course registration processes and materials for the 2022-2023 School Year:

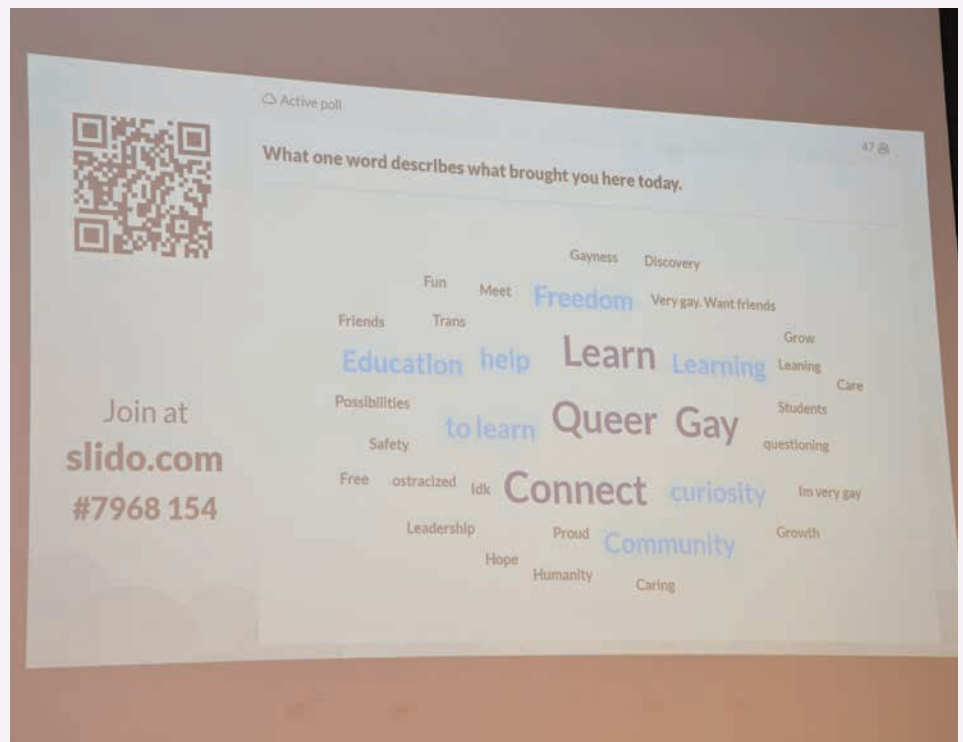
- Math (MTH1W)
- Science (SNC1W)
- English (ENG1D)
- Issues in Canadian Geography (CGC1D)
- French as a Second Language (FSF1D, FEF1D and FIF1D)

Locally Developed Compulsory Credit courses continue to be offered. 🍁



Embrace Diversity

Free to Be Me 2022



Rainbow District School Board hosted a two-day symposium aimed at creating and enhancing school-based supports for students who are lesbian, gay, transgender, bisexual, questioning and two-spirited (LGBTQ2S) as well as students with friends and family members in these communities. Since its inception in 2009, Embrace Diversity: Free to Be Me has expanded to include poverty, race, culture and disabilities.

The in-person conference took place at Cambrian College on May 18, 2022 for Grades 9 to 12 and May 19, 2022 for Grades 7 and 8.

Day one of the conference kicked-off with a keynote address from Bradie Granger, Chair of Cambrian's Schools of Justice and General Studies.

A second keynote address featured Martin Boyce of New York. On June 28, 1969, Martin was a participant in the Stonewall Riots, a series of spontaneous, violent demonstrations by members of the gay (LGBT) community against a police raid. They are widely considered to constitute the most important event



leading to the gay liberation movement and the modern fight for LGBT rights in the United States.

Students participated in workshops on many important topics including dealing directly with language, discovery, growth mindset, culture, laws and rights, labels and stereotypes.

School leaders, Athletic Council members, School Councils, and Gay Straight Alliances from

Rainbow secondary schools attended the conference.

Students who participate in Free to Be Me build understanding and brainstorm solutions to help foster a greater sense of safety and belonging in their schools and communities. Participants gain important tools for the benefit of all students in Rainbow Schools. 🌈

Board Awards 2022

Rainbow District School Board honours excellence in education



Rainbow District School Board honoured its dedicated employees and community partners with the 2022 Awards for Outstanding Contribution to the Co-Curricular Program, Community Partnership Awards, the Go Green Globe Awards, Awards for Excellence, the Barbara Konarek Memorial Award and the William N. Roman Teacher of the Year Awards. Employees with 25 and 35 years of service were also recognized.

“These awards represent a rich tradition of honouring excellence in Rainbow Schools,” said Board Chair Bob Clement. “We are proud of our award recipients for their individual and collective contributions to Rainbow Schools in Sudbury, Espanola and Manitoulin Island. They represent the values that we model and teach.”

“On the frontlines and behind the scenes, award recipients are champions for children and youth,” said Director of Education Bruce Bourget. “Together, they reflect the experience, energy and enthusiasm that make Rainbow Schools great places to learn. They give of themselves to provide a strong circle of care and, in the process, open doors, enabling students to explore a world of possibilities and achieve their full potential.” 🌈



Heather McCracken

Senior Administrative Assistant
Confederation Secondary School

Louise Rancourt

Senior Administrative Assistant
Sudbury Secondary School



Colette Carroll

Teacher
Ernie Checkers Public School

Dean McDonald

Teacher
Lo-Ellen Park Secondary School

Nicole Glassford

Teacher
Valley View Public School

Mary Morle Piccoli

Teacher
R.L. Beattie Public School

Judy Hunda

Trustee
Rainbow District School Board

Irene Musquetier Dewar

Teacher
Central Manitoulin Public School

Julie Laframboise

Educational Assistant
Markstay Public School

Pamela Potvin

Principal
Lo-Ellen Park Secondary School

Natalie Lammi

Teacher
R.L. Beattie Public School

Marty Punkari

Principal
Confederation Secondary School

Lynne Lamothe

Teacher
R.L. Beattie Public School

Keith Rodgers

Custodian
Lockerby Composite School

Awards for Outstanding Contribution to the Co-Curricular Program



Brad Smith

Teacher
Confederation
Secondary School



Daniel Young

Indigenous Support Worker
Lasalle Secondary School

Community Partnership Awards



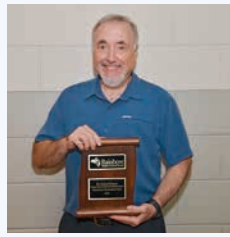
Better Beginnings Better Futures

Accepting the award on behalf of Better Beginnings Better Futures is Angèle Young, Regional Manager of the Student Nutrition Program.



Finlandia Village

Accepting the award on behalf of Finlandia Village is Chief Executive Officer David Munch.



Dr. Robert Silvestri

Barbara Konarek Memorial Award



Steven Marko
Special Education Coordinator
Centre for Education

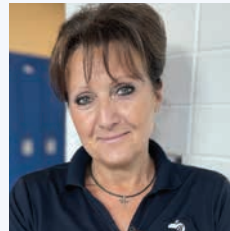
Awards for Excellence



Patrick Audette
Cleaner
Walden Public School



David Digby
Health and Safety Officer
Centre for Education



Sonia Howard
Custodian
Chelmsford Valley District
Composite School



Mary Jago
Mental Health Lead
Centre for Education



Allison MacNeil
Teacher
Assignack Public School



Brien Managhan
Manager of
Applied Behaviour Analysis
Centre for Education



Veronica Neilson
Teacher
Queen Elizabeth II
Public School



Lisa Polano
Facilities Supervisor
Lockerby Composite School



Rosanne Smagac
Educational Assistant
Confederation
Secondary School

William N. Roman Teacher of the Year Awards



Kaitlin Chalk
Teacher
Redwood Acres Public School



Crystal Gibbs
Program Leader of Numeracy
Sudbury Secondary School

Go Green Globe Awards



Monetville Public School



Lockerby Composite School

The best in the province

Cross-country running teams capture top honours at OFSAA

During the Strategic Planning Committee Meeting on November 23, 2021, Trustees had an opportunity to congratulate the cross-country running team members who earned the title of champions at the Ontario Federation of School Athletic Associations (OFSAA) competition in Peterborough the previous month.



Manitoulin Secondary School's Junior Girls Cross-Country Running team is coached by Social Worker Alison Orford and retired teacher Gerry Holliday. The athletes expressed their pride in being the best in the province. Team members included Maren Kasunich, Mackenzie Green, Morgan Green, Annie Balfe, Xavi Mara and Brodie Pennie.

Lo-Ellen Park Secondary School's Junior Boys Cross-Country Running coach is Colin Ward. Coach Ward shared his pride and commended

team members for their hard work and dedication, which was recognized by the first place finish. Team members included Jacob Barney, Nolan Kuhlberg, Russell Joiner, Sam Rice and Owen Dobson.

There were many other notable performances at the provincial level:

Golf

Lo-Ellen Park Boys
OFSAA Bronze Medallists
coached by Marc Taillefer

Cross-Country (2021)

Riley Cornthwaite
Lasalle Secondary School
OFSAA Para Silver Medallist
coached by Karen Passi

Cross-Country (2022)

Lo-Ellen Park Senior Boys
Fourth Place Finish
and Riley Cornthwaite
Lasalle Secondary School
Para Bronze Medallist



Boys Volleyball

Lasalle Secondary School
OFSAA "AAA" Bronze Medallists
coached by Dale Beausoleil
and Lockerby Composite School
OFSAA "A" Fourth Place Finish
coached by Stephen Beausoleil

Girls Basketball

Lo-Ellen Park Secondary School
OFSAA "AA" Fourth Place Finish
coached by Lisa Carruthers and
Antoinette Purdon 🍷

Lo-Ellen Park teacher honoured provincially for coaching excellence



A long-time teacher and coach at Lo-Ellen Park Secondary School was honoured provincially for his contribution to athletics. Colin Ward received

the 2021 Male School Sport Coach Award from the Coaches Association of Ontario. The award was presented virtually by two-time world champion and Olympian Perdita Felicien on September 17, 2021.

Every year, Colin Ward builds the participation rate, fitness level and

technical skills of the athletes in his care. For him, one of the most rewarding elements of coaching is introducing students to a sport and seeing it become their passion. "It's been interesting to watch a lot of students grow and change," he says.

Having coached track and field and cross-country running for the past 22 years, and Nordic skiing for the last seven years, Colin Ward inspires all athletes to acquire the skills necessary for life in sport. A teacher in outdoor education, kinesiology and personal fitness, his dedication to student wellness extends well beyond the classroom.

The consummate mentor, Colin Ward can often be found helping athletes

from various Rainbow Schools. "My philosophy is to focus on the athlete, regardless of what school they are from or what jersey they wear," he says. "I aim to develop the whole athlete, emphasizing character development and giving back, on top of the physical and nutritional aspects of the sport."

The Coaches Association of Ontario celebrates the dedication and commitment of individuals who, like Colin Ward, instill a love for sports in others. The Coaching Excellence Awards recognize the importance of leadership and performance, and the value of human insight, which are integral for great coaching. 🍷

Ontario Principals' Council honours difference makers

Superintendent Lesley Fisher has been recognized provincially.

As Principal of Program in the spring of 2020, Lesley Fisher received the Difference Maker Award from the Ontario Principals' Council.

Established in 2018, the Ontario Principals' Council Difference Maker Award program annually recognizes principals and vice-principals who exemplify the professionalism of Ontario school leaders and make a difference in students' lives.

Recipients are nominated by their peers, which speaks volumes about the impact Lesley Fisher has had and continues to have in Rainbow Schools.

"I am humbled and honoured by the recognition," said Superintendent Fisher. "The role of the principal provides daily challenges, yet every interaction brings the opportunity to make a difference in the life of a student." 🍷



Lo-Ellen Park students capture top honours in global stock market competition



Lo-Ellen Park Secondary School students Harley French, Grade 11, and Jacob Bolton, Grade 12, garnered first place in the Harvard Student Agencies' Wolves of Wall Street Challenge – the world's first global stock market competition for youth.

This experiential learning opportunity was made possible through the school's new Specialist High Skills Major in Business.

Participants in the 12-week intense investment contest signed up

individually or in teams and were paired with peers from Brazil, Britain, Canada, China or the United States.

Lo-Ellen Park teammates – Harley and Jacob, along with Alan Fang, a sophomore from North Carolina – started with a \$100,000 hypothetical investment.

They were tasked to develop an intelligent portfolio, trade strategically, and rise to the top of the investor leaderboard using metrics and simulation. 🍷

Patrick Barnholden receives Stonewall Award for 2SLGBTQIA+ Action

Patrick Barnholden, a long-time teacher at Lo-Ellen Park Secondary School, received the Stonewall Award for 2SLGBTQIA+ Action from the International Day of Pink.

The award, which recognizes advocacy, education, representation and celebration, was presented by Stonewall Uprising Activist Martin Boyce and Day of Pink Founder Jeremy Dias who spoke to the Gender Studies class at Lo-Ellen Park Secondary School on May 19, 2022.

"Patrick Barnholden is a champion for equity, diversity and inclusion inside and outside of Rainbow Schools," said Rainbow District School Board Director

of Education Bruce Bourget. "Patrick has helped to pave the way for students to be who they are in safe and welcoming schools and school communities. He has also taught us the importance of being allies. The Stonewall Award is a tribute to his leadership."

"Over the years, I have learned from my students as much as they have learned from me," said Patrick Barnholden. "It has been a privilege for me to be a role model for young people and to inspire them to find their voice and to be their authentic selves." He added: "Education is not only about sharing knowledge. It is also about being an advocate, creating



awareness, building understanding, providing safe spaces, nurturing allies and celebrating success." 🍷

Lo-Ellen Park student awarded prestigious

Schulich Leader Scholarship



Tyler Smith, a Grade 12 student in the International Baccalaureate (IB) Program at Lo-Ellen Park Secondary School, earned a \$100,000 Schulich Leader Scholarship to study Engineering at

McMaster University. The scholarship recognizes outstanding young Canadian leaders seeking an undergraduate degree in a STEM field of study – Science, Technology, Engineering and Mathematics.

Tyler also earned a FIRST Alumni Scholarship valued at \$15,000 as well as an Engineering Research Experience Award which will give him an on-campus research position working with a professor or a start-up next summer.

Prior to graduating, Tyler provided educational leadership within Lo-Ellen Park's Engineering, Design + Innovative Technology (EDIT) Lab where students are being challenged to conceive, collaborate and create. The EDIT Lab

fosters an innovator mindset, where students gain understanding and skills through hands-on learning.

An active member of Lo-Ellen Park's award-winning FIRST (For Inspiration and Recognition of Science and Technology) Robotics team, Tyler advanced opportunities in STEM in the school and the community. FIRST Canada recognized his contributions as one of two Dean's List finalists in Ontario in 2021. He is an advocate for STEM education as a member of FIRST Canada's Executive Youth Council. He plans to continue in a mentorship role during his post-secondary studies. Tyler Smith is interested in a career in mechatronics engineering. 🍷

Four Rainbow students accepted into prestigious Shad Canada program

Four students from Rainbow Schools participated in the prestigious Shad Canada program in the summer of 2022.

Grade 10 student Grace Martin of Lockerby Composite School, Grade 10 student Kate Rantala of Lo-Ellen Park Secondary School, Grade 11 student Edward Xiong of Lo-Ellen Park Secondary School, and Grade 11 student Jocelyn Kuntsi of Manitoulin Secondary School joined secondary students from across Canada to explore the exciting world of STEAM (Science, Technology, Engineering, Arts and Math) and Entrepreneurship.



Students in Grades 10 and 11 with an aptitude for risk-taking, curiosity, excellence and resilience are accepted into the Shad program which prepares them to take on social and economic challenges. Selection criteria includes academics, extracurriculars, creativity, innovation, and commitment to excellence.

Program participants hear from acclaimed professors, experts and entrepreneurs, explore university campuses, take part in hands-on and virtual workshops, develop lifelong friendships, and learn about future education and careers in STEAM. Above all, they get to collaborate with a project team on an innovative solution to a real-world problem. 🍷

Cancer Drive nears \$1 million mark thanks to generations of giving



35 years of fundraising

After a two-year hiatus, staff and students at Lockerby Composite School resumed their long-standing tradition of caring by raising funds for the Pediatric Oncology Program of the Northeast Cancer Centre at Health Sciences North.

The entire school community rallied together to collect \$15,000 through a series of school-based events and campaigns. Donations from family and friends also contributed to this impressive total.

Lockerby Composite School resumed its Kids Caring for Kids door-to-door fundraising in the community on October 27, 2022 and raised \$27,000 that evening.

Since its inception, the drive has raised close to \$1 million for pediatric cancer care in the North.

"Students were thrilled to be able to once again take part in this very important annual tradition which marks a milestone this year," says Principal Runciman. "Year after year, we are amazed at the passion, enthusiasm and commitment of staff, students and the community."

He adds: "We salute all those who came before us. They had the vision and the leadership to launch the campaign and ensure a solid foundation. We are proud to carry the banner forward in memory of Laura Cotesta and make this fundraising initiative a lasting legacy for our community." 🍷

2022-2023 Budget

The financial framework for Strategic Directions

Rainbow District School Board approved a balanced budget of \$225.8 million for the 2022-2023 School Year at its regular meeting on June 29, 2022.



The budget provides the financial framework to enable the Board to achieve the priorities in its multi-year plan which was renewed during the 2021-2022 School Year.

The budget was calculated on projected enrolment of 13,442 students, with the majority of students learning in person. Fewer than two per cent of students registered for remote learning for the 2022-2023 School Year.

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

Grants for Student Needs (GSNs), which is the base funding provided by the Ministry of Education, have been adjusted to reflect supports for learning recovery and special education, the implementation of the first year of a fully de-streamed Grade 9, the delivery of remote learning for one more year, and the maintenance of enhanced cleaning.

The Board is investing in more Special Education Resource Teachers as well as two Literacy Coaches. In addition, Native Studies and Native Languages

will become compulsory credits as the Board reaffirms its commitment to Truth and Reconciliation.

Some funding has been transferred to the GSNs, such as the allocation for mental health and well-being. This funding is now being enveloped, which means the funding must be used for school or school board-based mental health staffing, programs and initiatives. A new investment is also being provided for evidence-based mental health programs and resources to support student resilience and well-being.

Additional funding has been allocated for special education, including an increase to support more assistive technology for students with special needs. New funding is also being provided to improve broadband, including network connectivity, network infrastructure, network security and related network operations.

Priorities and Partnership Funds, which are outside of the Grants for Student Needs, provide funding for tutoring supports, Indigenous graduation coaches, the mathematics strategy and the Ontario Youth Apprenticeship Program, among other initiatives.

In 2022-2023, Rainbow District School Board received \$15.5 million in school renewal and school condition improvement funding. This represents an increase of \$1 million over the 2021-2022 School Year.

A total of 75.8 per cent of the budget, or \$171.1 million, has been allocated to salaries and benefits. Eight per cent of the budget, or \$17.8 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 14,069 students in Rainbow Schools on October 31, 2022.

A total of 1,692 children enrolled in Kindergarten in Rainbow Schools, a full-day program for four and five-year-olds.

In the elementary panel, enrolment totalled 9,288 students including 6,653 in the English Program and 2,635 in the French Immersion Program.

A total of 1,124 registered for Grade 9. In the secondary panel, enrolment reached 4,781 students including 4,086 in the English Program and 695 in the French Immersion Program.

Financial Statements Online

Trustees reviewed and approved the Financial Statements for the year ending August 31, 2021 at the regular meeting of the Board on May 3, 2022.

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

Rainbow Schools: Sudbury, Espanola and Manitoulin Island

Rainbow District School Board operates 30 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. The Virtual School will operate for one more year.

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.

Budget 2022-2023

Inclusive. Comprehensive. Focused on accountability.

Public Input

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

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

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

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

Starting Point

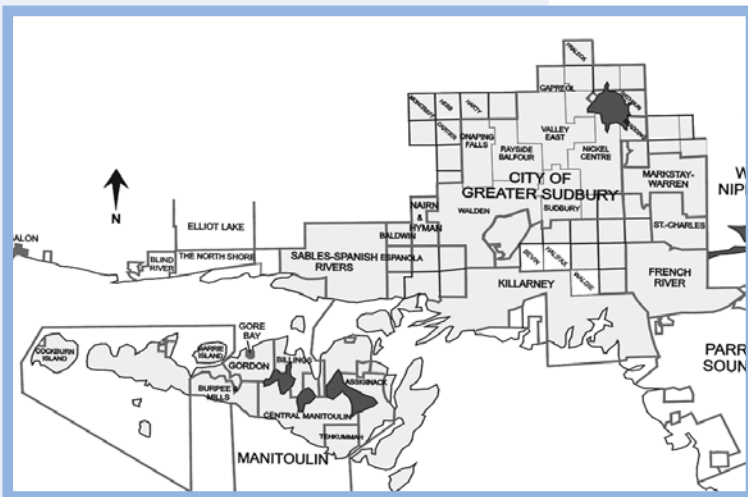
The 2021-2022 expenditure budget was used as the base for the 2022-2023 budget, adjusted:

- 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 2022-2023 Special Education Plan

The 2021-2022 revenue budget was used as the base for the 2022-2023 budget, adjusted:

- to reflect 2022-2023 funding from the Province based on projected enrolment

For more information about the 2022-2023 budget, please contact Rainbow District School Board, 408 Wembley Drive, Sudbury, Ontario P3E 1P2 | Tel: 705.674.3171 | Toll Free: 1.888.421.2661 rainbowschools.ca | info@rainbowschools.ca



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

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 2022-2023: 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 2021-2022	Budget 2022-2023
Teaching		
Elementary Schools	602.50	642.00
Secondary Schools	328.00	342.50
Non-teaching		
Principals/Vice-Principals	77.00	77.00
Consultants/Coordinators	17.00	18.00
Secretaries/Clerks	84.20	84.20
Custodial/Maintenance	152.60	151.60
Noon Hour Supervisors	27.50	27.50
Designated Early Childhood Educators	52.00	53.00
Educational Assistants	196.00	204.00
Technicians	23.00	23.00
Student Services	47.30	47.30
Centre for Education	45.80	45.80
Total	1,652.9	1,715.9

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	30
Secondary Schools	12	9
Administration	5	1
Total	62	40



Budget 2022-2023: Revenue and Expenses

Sources of Revenue

Due from the Province:

a. Pupil Foundation Grant	\$ 74,002,000	(32.8%)
b. School Foundation Grant	12,468,000	(5.5%)
c. Special Purpose Grants	72,335,000	(32.0%)
d. Transportation	14,722,000	(6.5%)
e. Declining Enrolment	300,000	(0.1%)
f. Administration and Governance	4,998,000	(2.2%)
g. Pupil Accommodation	32,320,000	(14.3%)
h. Debt Charges	1,817,000	(0.8%)

Subtotal provincial funding 212,962,000 (94.3%)

i. Priorities and Partnerships Fund 1,911,000 (0.8%)

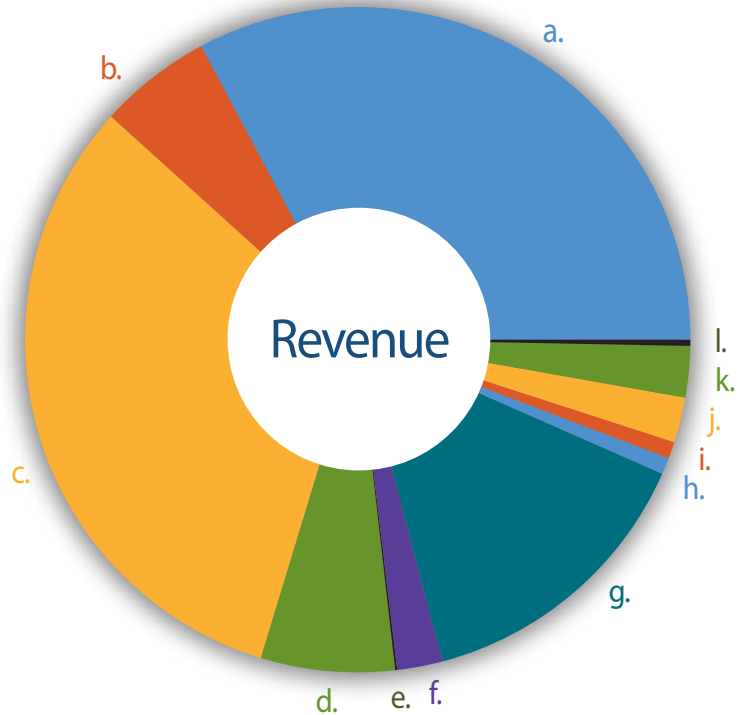
Total provincial funding 214,873,000 (95.1%)

j. First Nation Education
Service Agreements 4,935,000 (2.2%)

k. Reserve Funds 5,542,000 (2.5%)

l. Miscellaneous 493,000 (0.2%)

Total revenue \$ 225,843,000 (100.0%)



Expenses: What Goes Where

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

Expenses by object:

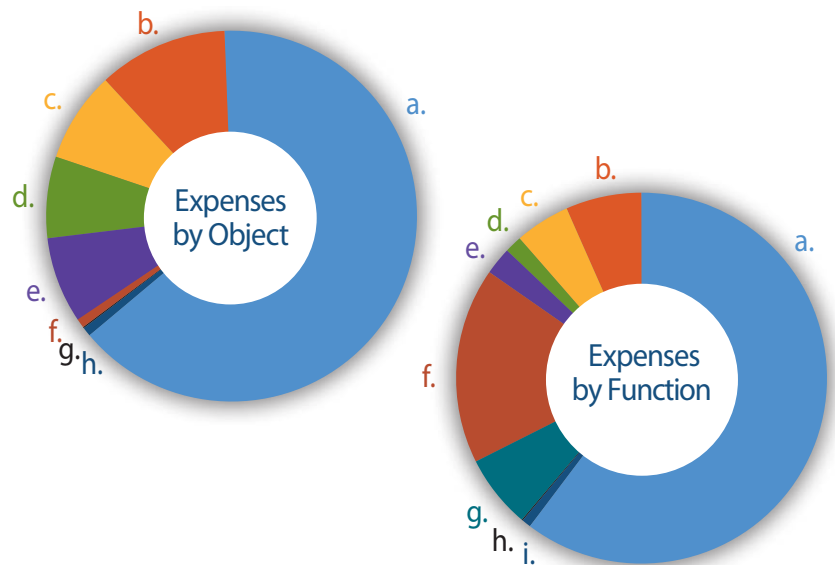
a. Salaries	\$ 145,688,000	(64.5%)
b. Employee Benefits	25,437,000	(11.3%)
c. Supplies and Services (including professional learning)	17,879,000	(7.9%)
d. Capital and Replacements	15,982,000	(7.1%)
e. Fees and Contracts	17,028,000	(7.5%)
f. Debt Charges	1,705,000	(0.8%)
g. Association Fees	213,000	(0.1%)
h. Priorities and Partnerships Fund	1,911,000	(0.8%)

Total expenses \$225,843,000 (100.0%)

Expenses by function:

a. Instruction	\$ 136,346,000	(60.4%)
b. School Management	14,832,000	(6.6%)
c. Student Support Services	10,782,000	(4.8%)
d. Teacher Support Services	3,222,000	(1.4%)
e. Administration and Governance	5,422,000	(2.4%)
f. Pupil Accommodation	38,648,000	(17.1%)
g. Transportation	14,485,000	(6.4%)
h. Continuing Education	195,000	(0.1%)
i. Priorities and Partnerships Fund	1,911,000	(0.8%)

Total expenses \$225,843,000 (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.

2021-2022 Scholarship Recipients

BARRYDOWNE COLLEGE

Boucher, Brianne
Specialist High Skills Major Award
- Arts and Culture

Charbonneau, Alaina
Ministry of Education
Learn and Work Bursary

Chartrand, David
Barrydowne College Staff Award

Clark, Aliyah
McNamara Award
Student Success Award

Cole, Anthony
Skilled Trades Bursary

Coles, Camden
Electrical Safety Authority,
Northern Region Staff Award

Eldridge, Ewan
Skilled Trades Bursary

Eshquib, Sheila
Indigenous Student Success
Award - Love

Gervais-Trudeau, Jade
Indigenous Student Success
Award - Humility

Keyes, Aimée
Indigenous Student Success
Award - Bravery
Student Success Scholarship

Larocque, Jacob
Ministry of Education
Learn and Work Bursary

MacLean, Harrison
Barrydowne College Staff Award

Mathieu, Dalton
Indigenous Student Success
Award - Respect
Ministry of Education
Learn and Work Bursary

Moses, Mya
Ministry of Education
Learn and Work Bursary

Pabst, Jolene
Cambrian College Dual Credit
Achievement Award

Paquette, Tianna
Indigenous Student Success
Award - Honesty
Ministry of Education
Learn and Work Bursary

Rouleau, Clorinda
Indigenous Student Success
Award - Truth
Ministry of Education
Learn and Work Bursary

Shipton, Mackenzie
Jakubo Chartered Professional
Accountants Award

Van Den Bosch, Rayona
Skilled Trades Bursary

Wabegjijk, Anthony
Barrydowne College Post-Secondary
Scholarship
Indigenous Student Success
Award - Wisdom

Zuliani, Evan
Cambrian College Secondary School
Achievement Award

CHELMSFORD VALLEY DISTRICT COMPOSITE SCHOOL

Bielskis, Emma
Terry's Your Independent Grocer Award

Bourque, Robyn
CVDCS School Council Award
CVDCS Staff Award

Corbiere, Carter
Indigenous Student Success
Award - Honesty
Indigenous Student Success
Award - Wisdom

Dawson, Kealy
CVDCS Greenhouse Award
Ontario Principals' Council Award

Deslauriers, Matthew
Skilled Trades Bursary

Doyle, Griffin
Cambrian College Dual Credit
Achievement Award
Dan Cooley Memorial Award
Huxley Academic and Technological
Studies Integration Award
Specialist High Skills Major Award
- Construction

Dunn, Tyler
Belanger Ford Lincoln Business Award
Cambrian College Secondary School
Achievement Award
Huxley Academic and Technological
Studies Integration Award
Onaping Falls Lions Club Award
Skilled Trades Bursary

Gallant, Devon
Azilda Lions Club Award
Chelmsford Royal Canadian Legion
Branch #553 Award
CVDCS Heart of Learning Award

Hein, Lacey
Golden Heart Scholarship Award
Levack District High School
Alumni Award
Onaping Falls Lions Club Award
Onaping Falls Royal Canadian Legion
Branch #503 Award

Johnston, Christopher
CVDCS Alumni Association Award

Krauss, Chelsea
CVDCS Alumni Association Award
Onaping Falls Recreation Committee
Student Citizenship Award
Onaping Falls Royal Canadian Legion
Branch #503 Award

Leckey, Treena
Specialist High Skills Major Award
- Health and Wellness

Meilleur, Donald
Indigenous Student Success
Award - Truth

Ojeda Bustamante, Amaya
CVDCS Staff Award

Potvin, Ryan
CVDCS Staff Award

Rozdeba, Bryden
Skilled Trades Bursary

St. John, Caleb
Sudbury Mine Mill and Smelter Workers
Union Local #598/Unifor Award
YMCA Award

Wellington, Gage
CVDCS Greenhouse Award
Indigenous Student Success
Award - Bravery

CONFEDERATION SECONDARY SCHOOL

Akkanen, Eryn
Good Student Bursary

Ayotte, Mathew
Val Caron Building Centre Award

Badger, Lucas
Personal Growth Award

Bamberger, Matthew
McBain Accounting Award

Beggs, Kailey
Confederation School Council Award

Boissoneau, Caleb
Indigenous Student Success
Award - Truth

Chenette, Nolan
Specialist High Skills Major Award
- Construction

El Darazi, Lara
Gail E. Brown Memorial Scholarship
Principal's Award for Student Leadership

Frappier-Foucault, Dylan
"You've Got This" Award for
Perseverance

Gashaw, Tekle
Pharmasave Val Est Pharmacy Award

Gavan, Riley
Indigenous Student Success
Award - Honesty

Gillingham, Hannah
Indigenous Student Success
Award - Love
Lieutenant Governor's Community
Volunteer Award
Specialist High Skills Major Award
- Health and Wellness

Goode, Jade
Goodwill Ambassador Award

Greene, Jordan
Cambrian College Secondary School
Achievement Award

Hibi, Takeo
Tim Hortons Award

Jokinen, Sydney
Food Basics Award

Laberge, Elizabeth
Compass Group Innovation Award

Lalonde, Xander
Most Outstanding Student Award
Specialist High Skills Major Award
- Manufacturing

Lamothe, Petra
Charger Character Award

Laurin, Gabriel
Skilled Trades Bursary
Specialist High Skills Major Award
- Manufacturing

Leduc, Chelsea
George E. Young Memorial Award

Lewis, Andrew
George E. Young Memorial Award

MacKenzie, Ian
Most Outstanding Student

McGlade, Dawn
Charette Family Bursary

Mugaby, Meagan
Indigenous Student Success
Award - Respect

Nowe, Kayleigh
Indigenous Student Success
Award - Bravery

O'Bumsawin, Brooklyn
Indigenous Student Success
Award - Wisdom
Paquette's Independent Grocer Award

Perrier, Grace
Foucault Trailer Sales Award

Perrott, Lucas
Jakubo Chartered Professional
Accountants Scholarship

Pilon, Marissa
Gail E. Brown Memorial Scholarship

Pitura, Chloe
Confederation School Council Award

Randell, Nathaniel
Sudbury Mine Mill and Smelter Workers
Union Local #598/Unifor Award

Rietze, Dylan
Valley East Lions Club Student Award

Rudd, Ian
Charger Character Award

Savoie, Macie
Charger Character Award
Specialist High Skills Major Award
- Energy

Scott, Cora
Val Est Metro Award

Selk, Ethan
Ralph Ahrbeck Business Award

Shannon, Keeli
Good Student Bursary

Shawana, Carson
Indigenous Student Success
Award - Humility
King Sportswear Bursary

Shields, Eryn
Valley East Lions Club Student Award

Slegers-O'Neil, Barrett
McBain - Izas Family Award

Smith, Matthew
Governor General's Academic Medal

Stamp-Elliott, Ava
Ewin Family Outstanding
Student Award

Tremblay, Morgan
Confederation School Staff Award

Turcotte, Danny
Northern Welding Academy Award

Ward, Adam
Entrepreneur of the Future Award

Ward, Ryan
Cambrian College Dual Credit
Achievement Award

Wilson, Harrison
Belanger-Hamilton Award for
Leadership
Most Outstanding Student Award

Wiseman, Erin
Laurentian University Entrance
Scholarship

ESPANOLA HIGH SCHOOL

Beacock, Megan
Grant Eccleston Trade School
Scholarship
Knight Cruisers Car Club Bursary
Township of Sables-Spanish Rivers
Bursary
Wellington Mowry Memorial Bursary

Chartrand, Hunter
Cambrian College Dual Credit Bursary
Township of Sables-Spanish Rivers
Bursary
Wellington Mowry Memorial Bursary

Coulombe, Kalan
Quantum Builders Bursary
Rainbow Country Chrysler Ltd.
Scholarship
Specialist High Skills Major Award
- Construction

Dubreuil, Ethan
Mark Roque Electrical Award
Peter Podlatis Memorial Bursary
Veterans Transportation Bursary

Eshkakogan, Jacinta
Domtar Inc. - Espanola Mill Scholarship

Flabiano, Reid
E.H.S. Student Parliament Bursary
E.H.S. Student Parliament David Byers
Memorial Bursary

Foucault, Sam
Espanola Horticultural Society
Espanola Lions Club Merit Award

Gallant, Molly
Auxiliary - ERHHC Bursary
Calvary Church Bursary
E.H.S. Alumni Spirit Award
E.H.S. Staff Bursary
Lifetouch School Services Bursary
Winnifred Mooney Scholarship

Gignac, Aiden
Compass Group Innovation Award
Manitoulin North Shore
Federation of Agriculture Bursary
Manitoulin-West Sudbury
Dairy Producers Committee Bursary
Township of Sables-Spanish Rivers
Bursary

Hnatuik, Naomi
E.H.S. Student Parliament Bursary

Hobbs, Harrison
E.H.S. Stage Band Bursary
Espanola Lions Club
- Herman Dorriesfield Scholarship

Lacasse, Carter
Town of Espanola Bursary

Lamothe, Ethan
E.H.S. Alumni Spirit Award
E.H.S. Student Parliament Bursary
E.H.S. Valedictorian Plaque
Spartan Athletic Achievement Bursary

LeClair, Austin
Grant Eccleston Trade School
Scholarship

Lepine, Craig
Domtar Inc. - Espanola Mill Scholarship
Lighthouse Award

Mailoux, Monica
Domtar Inc. - Espanola Mill Scholarship
Espanola Regional Hospital
& Health Centre Bursary
Ministry of Education
Learn and Work Bursary
Remedy's RX Espanola Bursary
Township of Sables-Spanish Rivers
Bursary

Mcguire, Abby
Desjardins Bursary
Espanola Lions Club - Harvey Dodge
Memorial Scholarship
Rose Fox Memorial Mathematics Award

Mehta, Arya
Calvary Church Bursary
Domtar Inc. - Espanola Mill Scholarship
Specialist High Skills Major Award
- Business
Township of Sables-Spanish Rivers
Bursary

Ouimette, Sara
Township of Sables-Spanish Rivers
Bursary

Podlatis, Braden
Freelandt Caldwell Reilly LLP Bursary
Lieutenant Governor's Community
Volunteer Award

Pudas-Carey, Cullen
Specialist High Skills Major Award
- Construction

Recollet, Cole
McGregor Bay Association
- Louis Polk Bursary

Recollet, Hawk
McGregor Bay Association -
Louis Polk Bursary

Recollet, Rayna
McGregor Bay Association
- Louis Polk Bursary
Principal's Award for Student Leadership
U.C.C.M. Anishnaabe Police Service
Bursary

Ritchie, Hannah
E.H.S. Student Parliament Bursary
Gillian Koehler Award
The One Tot Stop Daycare Bursary
Veterans Transportation Bursary

Schuurman, Tianah
Espanola Lions Club
- Paul Zahorec Scholarship

Seltzer, Ciara
Domtar Inc. - Espanola Mill Scholarship
Town of Espanola Bursary

Shawanda, Devon
Cambrian College Secondary School
Achievement Award

Shawanda, Raven
Calvary Church Bursary
McGregor Bay Association
- Louis Polk Bursary
U.C.C.M. Anishnaabe Police Service
Bursary

Sheppard, Quinn
E.H.S. Staff Bursary
E.H.S. Stage Band Bursary
Espanola Lions Club
- Ron Heale Scholarship
Espanola Royal Canadian Legion Award
Robbie Campbell Memorial Bursary
Rose Fox Memorial Mathematics Award
Spanish River #237 Order of the
Eastern Star Bursary

Southwind, Tanner
Lighthouse Award

Toulouse, Aiden
Grant Eccleston Trade School
Scholarship

Toulouse, Zander
Quantum Builders Bursary

Trudeau, Gavin
Sylvio Proulx Memorial Bursary

Vanier, Claudia
E.H.S. Staff Bursary
E.H.S. Student Parliament Bursary
Ministry of Education
Learn and Work Bursary
Specialist High Skills Major Award
- Hospitality and Tourism
Veterans Transportation Bursary

LASALLE SECONDARY SCHOOL

Alzahrn, Rida
Governor General's Academic Medal

Akinbola, Kolade
Brian Lashbrook Memorial Bursary

Blommestyn, Alliyah
Specialist High Skills Major Award -
Business

Chartrand, Anna
Cambrian College Secondary School
Achievement Award

Cole, Amber
Cambrian College Dual Credit Award

Corbiere, Logan
Indigenous Student Success
Award - Bravery

Dewar, Calista
David Dube Memorial Bursary
Lasalle Achievement Award

Doyle, Kandice
Lasalle Modern Language Award
Lasalle Staff Association Award
Lasalle Students' Council Souvenir

Dunton, Joseph
Ministry of Education Skilled Trades
Bursary
Specialist High Skills Major Award
- Transportation

Eberlein, Charlotte
John, Annie & John Seme II Scholarship
Lasalle Alumni Bursary
Lasalle English Award
Lasalle French Immersion Award
Lasalle Students' Council Souvenir
Specialist High Skills Major Award
- Energy

Gauthier, Vanessa
Carl Globensky Memorial Award
Jim Turcott Memorial Bursary
Lasalle Students' Council Souvenir
Laurentian University
Academic Excellence Award
OSSTF District 3 Citizenship Bursary
SISU Award for Student Engagement
Specialist High Skills Major Award
- Sports

Hanna, A'rmilya
Lasalle Achievement Award
Lasalle Arts Award

Hechler, Emma
Award for Academic Excellence
Lasalle Business Award

Holly, Cole
Compass Group Canada Award

Idemudia, Bright
Lasalle Staff Association Award

Jolly, Trent
Lasalle Business Award

Karwaski, Dakota
Lasalle Award of Merit

Kinoshameg, Alani
Indigenous Student Success
Award - Wisdom

Lawal, Aminat
Lasalle Alumni Bursary
Lasalle Parent Advisory Council Bursary
Lasalle Science Award
Lasalle Students' Council Souvenir

Lawson, Ryan
Lasalle Technology Award

Madrio, Crysta
Lasalle Students' Council Souvenir
Samantha Vitone Memorial Bursary

Marlok, Seth
Specialist High Skills Major Award
- Construction
YMCA Employment Services Award

Moxam, Ariawna
Laurentian University Liaison
Services Bursary
Tim Hortons Community Involvement
Award

Newbury, CJ
Indigenous Student Success
Award - Respect
Ministry of Education Skilled Trades
Bursary

Nyarambi, Lavender
Jaak Valiots Memorial Bursary
Lasalle Alumni Bursary
Lasalle Students' Council Award
Principal's Award for Student Leadership

Osawamick, Lilly-Anna
Indigenous Student Success
Award - Love

Pitawanakwat, Dekken
Indigenous Student Success
Award - Truth

Quenneville, Emily
Lasalle Arts Award

Radey, Brandon
Lane Family Memorial Bursary
Lasalle Alumni Bursary
Lasalle Lancer of Note Award
Lasalle Mathematics Award
Lasalle Students' Council Souvenir
Laurentian University Academic
Excellence Award
Len Thompson Memorial Bursary
Rubina MacLachlan Scholarship

Rose, Ethan
Lasalle Physical Education Award
Lasalle Vivre en Français Award

Salt, Anneliese
Lieutenant Governor
Community Volunteer Award
SISU Award for Student Engagement

Shigwadja, Mackenzie
Indigenous Student Success
Award - Humility

Towegishig, Ashton
Indigenous Student Success
Award - Honesty

White, Cassy
Lasalle Achievement Award

Zinger, Matthew
Lasalle Business Award
Lasalle Concert Band Award
Special Academic Award

LIVELY DISTRICT SECONDARY SCHOOL

Besserer, Clark
Howard Scott Memorial Award
Manitoulin Transport Award
Skilled Trades Bursary

Broomhead, McKinley
Kelly Scheuer Memorial Award
Meadowbrook Scholarship
University of Toronto Book Award

Dempster, Kaitlyn
Ministry of Education
Learn and Work Bursary

Dewit, Matthew
Tyler Carter Memorial Award

Dolphin, Kayla
Compass Group Innovation Award

Drolet, Ashley
Do-It-All Contracting Award
Royal Canadian Legion Chelmsford
Fellowship Award
Vincent Campbell Memorial Award

Gamsby, Gabrielae
Friendship Masonic Lodge Award
Specialist High Skills Major Award
- Environment

Gonawabi, Theo
"Niizhwaswi Mishomsinaanig
Kinoomadwinan" - Seven Grandfather
Teachings Award
Principal's Award for Student Success
Award - Bravery
Indigenous Student Success
Award - Humility
Indigenous Student Success
Award - Wisdom

Hajba, Anysa
Bernice Gorman Bursary

Hallett, Katelyn
Lively Pharmacy Student
Achievement Award

Hanhimaki, Miia
Kent Cousineau Memorial Award
Nathan Heerschap Memorial
Music & Poetry Award

Head, Dana
Fashion Fair Business Award

Kelly, Evan
Royal Bank Business Award

Malleau, Brenden
Total Personnel Solutions Award

McDonald, Keira
Walden Family Drugstore Award
Walden Friends of the Library Award

McLaughlin, Ryan
Adrian McLean Memorial Award
Edo Catherine Lively Memorial
Scholarship
Laurentian University Bursary
Queenie Svensk Memorial Award
Walden Daycare Award
in Memory of Marlene Marshall

Merrylees, Megan
Kelsey Erin Hamilton Memorial Award

Moneweg, Brooke
Health Science Achievement Award
Ministry of Education
Learn and Work Bursary

Morrow, Brek
Joan Gawalko Bursary

Mutch, Cameron
Walden Welding Award

Palys, Claire
Heather Stobo Seguin Memorial Award
Richard S. Stephenson Memorial
Scholarship

Presley, Kayla
Chelmsford Royal Canadian Legion
Fellowship Award
Health Science Achievement Award

Punkari, Kaitlyn
Cambrian College Dual Credit
Achievement Award
Joan Gawalko Bursary
Metal-Air Bursary
Walden Oldtimers Hockey Club Award

Puro, Lainey
Meadowbrook Scholarship
Tim Hortons Award

Neva, Ryan
Ceming (Lively Apartments)
Science Award
Lifetouch Award
Specialist High Skills Major Award
- Mining
Walden Home Hardware
Mathematics Award

McNeil, Rory
Lo-Ellen Park Special Knight Award

Mihell, Shea
John & David Mallette - Harvey's Award
Ontario Principals' Council Award

Minocha, Tanya
Laurentian University Entrance
Scholarship

Moskalyk, Jack
Lo-Ellen Park Graduation
Foundation Award
Queen's University Principal's
Scholarship

Nener, Kai
Prix d'immersion Award

Nicklasson, Carson
James Wendler Technology Award

Ouimet, Jessica
Creative Design Award

Paibomsai, Eli
Indigenous Student Success
Award - Wisdom

Paquette, Logan
Joan Mantle Music Trust Award
York University Entrance Scholarship

Parks, Maggie
Indigenous Student Success
Award - Love

Patel, Kris
John Cook Award

Pilon, Matthew
James Wendler Technology Award
Specialist High Skills Major Award -
Construction

Prawirajaya, Abeska
University of Ottawa Admission
Scholarship

Prosperi, Julia
Lifetouch Canada Award

Purdon, Maiké
3rdLine.Studio + Polestar CM Award
Dalhousie University Entrance
Scholarship

Robins, Lola
Ministry of Education
Learn and Work Bursary

Sakah, Baraa
Lifetouch Canada Award

Scott, Ethan
Lo-Ellen Park Knight Award

Shanks, Cameron
John Cook Award

Smith, Ally
Catherine Gertrude Milliken Smith
Award
Lo-Ellen Park Graduation Foundation
Award
Queen's University Athletic Scholarship
Queen's University Entrance Scholarship

Smith, Tyler
Compass Group Innovation Award
McMaster FIRST Canada Engineering
Entrance Scholarship
McMaster Award of Excellence
Schulich Leader Scholarship
Vale Scholarship

Sobush, Pierson
Softub Canada Award

Sutherland, Avery
Indigenous Student Success
Award - Bravery
Joseph Bacon Elite Athlete Award

Svalina, John
Lo-Ellen Park Knight Award
Wagner College Staten Island
New York - Four Year Academic
and Athletic Scholarship

Thom, Anthony
Creative Design Award

Thompson, Julia
Lo-Ellen Park Graduation
Foundation Award

Thompson Nelson, Mira
John & David Mallette - Harvey's Award

Tissot van Patot, Elliot
Dalhousie Alumni Association
Scholarship
Dalhousie IB Renewable Scholarship
Jack and Maija Ceming Award

Tomlin, Evie
Principal's Pursuit of Excellence Award

Urwin, Megan
Lo-Ellen Park School Advisory Council
Award

Vaanholt, Madeline
Lifetouch Canada Award
Western University Entrance Scholarship

Valliere, Zoe
Laurentian University Entrance
Scholarship
Lo-Ellen Park Staff Award

Vallilee, Marco
Laurentian University Entrance
Scholarship
YMCA Award

Walinga, Trevor
Lo-Ellen Park Alumni Scholarship

Wiss, Patrick
Lo-Ellen Park Knight Award

Wong, Brandon
G.K. Doraswamy Scholarship

Wors, Hunter
Softub Canada Award

Yang, Kerry
IODE City of Lakes Bursary
Lieutenant Governor's Community
Volunteer Award

Yao, Michael
Compass Group Innovation Award
Faculty of Engineering Award of
Excellence
Ontario Public Student Trustee
Leadership Scholarship
Vale Canada Reserved Scholarship

Yu, Lindsay
Doris Thompson Lane Memorial
Scholarship
IB Diploma Award
Queen's Principal's Scholarship
Robert and Eva (Bertram) Bursary

Zerwer, Gillian
Lo-Ellen Park Graduation
Foundation Award

Zhang, Joshua
Vicki Dale Prize for Excellence in
Mathematics

MANITOULIN SECONDARY SCHOOL

Aguonie, Emily
Indigenous Student Success
Award - Love

Arthurs, Alina
Earle Gilmore Memorial Bursary
Irene Cadieux-Wood Memorial Bursary
O.G. Davies Memorial Bursary
Pro-Gas Energy Services Bursary

Beauchamp, Dayna
Royal Canadian Sea Cadet Bursary

Bellmore, Tessa
Mindemoya Family Health Team Bursary
Mindemoya Hospital Auxiliary Bursary
Pearl Laura Finch Memorial Bursary

Brown, Aislinn
Carl Brown & Sons Bus Lines Bursary
Central Manitoulin Public School
Bursary
Coral & John Collins Memorial Bursary
Manitoulin Secondary School Staff
Bursary
Manitoulin Student Aid Fund Bursary
Manitowaning Guardian Pharmacy
Bursary
Tehkummah Township Bursary
Tehkummah Triangle Club Bursary

Brown, Laura
Carl Brown & Sons Bus Lines Bursary
John Budd Memorial Bursary
Manitoulin Secondary School Staff
Bursary
Manitowaning Student Aid Fund Bursary
Manitowaning Agriculture Society
Bursary
Tehkummah Township Bursary
Tehkummah Triangle Club Bursary

Buck-Orr, Cameron
Bill & Betty Ferguson Memorial Bursary
Masonic Lodge Education Bursary

Case, Brady
Marcel & Wendy Gauthier Bursary
Northeastern Manitoulin & the Islands
Bursary
Rona Home Centre Bursary

Chapman, Maggie
Art Department Award
Little Current Medical Associates
Bursary
Lions Club of Little Current Bursary
O.G. Davies Memorial Bursary
Specialist High Skills Major Award -
Arts and Culture

Chevette, Larissa
All Saints Anglican Church Bursary
Bravissimo Music Award
Campbell Horticultural Society Bursary
Friends of Misery Bay Bursary
Little Current Fish & Game Bursary
Manitoulin Nature Club Bursary
Manitoulin Secondary School Staff
Bursary
Manitoulin Secondary School Students'
Council Bursary
Principal's Award for Excellence in
Leadership

Correa, Ella
Central Manitoulin Township Bursary
Millennium Bursary
Trinity United Church Scholarship

Dearing, Rory
Gore Bay Bursary
Manitoulin Transport Scholarship

Debassige, Darci
Anne Debassige Memorial Bursary
Douglas Allen Bursary
M'Chigeeng First Nation Chief & Council
Bursary
Manitoulin Physio Centre Bursary
Manitoulin Snowdusters Award
Ron Becks Memorial Bursary

Debassige, Shannon
Manitoulin Community Fitness
Center Bursary
Meeker Management Services Bursary

Deforge, Rachel
A.J. Bus Lines Award
Irene Goltz Memorial Bursary

Elliott, Jessica
Bruce Pope Memorial Bursary
Manitoulin Health Centre Auxiliary
Bursary
Manitowaning Home Hardware Bursary
Mindemoya Hospital Auxiliary Bursary

Emerson, Myah
Freshwater Community Church Bursary
Oswaldine Argmann Memorial Bursary
Rotary Club of Gore Bay Bursary

Fox, Cordell
Gwen Middaugh-Young Memorial
Bursary
Har-Cor Diesel Bursary
Lifetouch Bursary
Wes Parkinson Memorial Bursary

Golder, Tanner
Little Current Guardian Pharmacy
Bursary
Marcel & Wendy Gauthier Bursary
Pro-Gas Energy Services Bursary

Graham, Mackenzie
Lions Club of Little Current Bursary
Manitoulin Health Centre Auxiliary
Bursary
Mindemoya Hospital Auxiliary Bursary
Pearl Laura Finch Memorial Bursary

Greenman, Kyle
Royal Canadian Legion #514
Western Manitoulin Bursary
Steele Family Bursary
Technical Trade Apprenticeship Bursary

Hall, Ally
A.J. Bus Lines Award
Howland Senior Citizens Bursary

Hare, Gabe
Indigenous Student Success
Award - Humility

Harper, Abbie
Burpee & Mills Municipality Bursary
Joan Mantle Music Award
Marie Foster Memorial Bursary
Mills Township Citizens Association
Bursary
Mindemoya Hospital Auxiliary Bursary
Mindemoya Hospital Retired
Staff Bursary
Spring Bay Pentecostal Church Bursary

Hore, Michael
J.K. Automotive Bursary
Order of the Eastern Star,
Spanish River Bursary

Kaiser, Shade
Manitoulin Broadcasting, Country 103
Bursary
Manitoulin Secondary School Three
Fires Confederacy Scholarship
Royal Canadian Legion Branch #177
Award
Shane Bebonang Memorial Bursary
United Chiefs and Councils Bursary

Kaiser-Fox, Harmony
M'Chigeeng First Nation Chief & Council
Bursary
U.C.C.M. Anishnaabe Police Bursary
United Chiefs and Councils Bursary

King-Dafoe, Taylor
Big Lake Women's Institute Bursary
Central Manitoulin Township Bursary
Island Foodland Bursary
Lions Club of Central Manitoulin Bursary
Split Rail Brewery Co. Bursary

Leeson, Aaron
Assignack Municipality Bursary
Lions Club of Southeastern Manitoulin
Bursary
Manitowaning Agriculture Society
Bursary

Leighton, Malia
Brad Middleton Memorial Bursary
Flower Hutch Bursary
Lyons Memorial United Church Bursary
Manitoulin-West Sudbury Scholarship
Marc Hovingh Memorial Bursary

MacKay, Lauren
Billings Municipality Bursary
Manitoulin Transport Bursary
Reiner Blok-Anderson Memorial Bursary
Royal Canadian Sea Cadets Bursary

McCulloch, Matteus
Governor General's Academic Award
John & Jennie McCulloch Memorial
Bursary
Mindemoya Hospital Auxiliary Bursary
Northeastern Manitoulin & the Islands
Bursary
Orr's Valu-mart Bursary
Pearl Laura Finch Memorial Bursary

McGillis-Prior, Hailey
Lions Club of Central Manitoulin Bursary
Manitoulin Cattleman's Association
Bursary
Manitowaning Home Hardware Bursary
Meeker Management Services Bursary
Mindemoya Guardian Pharmacy
Bursary
Mindemoya Minor Hockey Bursary

McLeod, Gwenyth
Manitoulin Student Aid Fund Bursary
Shesheganing First Nation Bursary

Naokwegijig, Naomi
Bill & Betty Ferguson Memorial Bursary
Fuel the Fire Bursary
Manitoulin Nature Club Bursary
Ron Becks Memorial Bursary
Royal Canadian Legion Branch #177
Bursary
Specialist High Skills Major Award -
Agriculture

Peltier, Chloe
Indigenous Student Success
Award - Honesty

Purvis, Nick

All Saints Anglican Church Bursary
Gore Bay Bursary
Manitoulin Transport Bursary
Tom Porter Memorial Bursary

Rose, Gabrielle

Indigenous Student Success
Award - Wisdom

Roy, Kingsley

Indigenous Student Success
Award - Truth

Settingington, Skye

Best Bookkeeping & Accounting Bursary
BMO, Bank of Montreal Bursary
Domtar Inc. Scholarship
Lions Club of Southeastern Manitoulin
Bursary

Sheppard, Avery

Adam McDonald Memorial Bursary
Lions Club of Central Manitoulin Bursary
Manitoulin Minor Hockey Bursary
Providence Bay Agriculture Society
Bursary

Trudeau, Drake

Indigenous Student Success
Award - Bravery

Varey, Jacey

BMO, Bank of Montreal Bursary
Lions Club of Little Current Bursary
Oswaldine Argmann Memorial Bursary

Wemigwans, Julian

Indigenous Student Success
Award - Respect

White, Trevor

Central Manitoulin Public School
Bursary
Central Manitoulin Township Bursary
Maria McDermid Memorial Bursary
Ted Jackson Memorial Bursary
Twilight Club of Providence Bay Bursary

Williams, Kailee

Chris & Lorraine Stewart Bursary
Manitoulin Family Resources Bursary
Seeds of Joy Bursary
Spring Bay Pentecostal Church Bursary

Wood, Kyle

D & H Electrical Trades Award
Gordon & Barry Island Municipality
Bursary
Lions Club of Western Manitoulin
Bursary

Wright, Sylena

Community Living Manitoulin Bursary
Gore Bay Child Care Award
Steele Family Bursary

Yaschuk-Middaugh, Bailey

Gore Bay Manitoulin Lodge
Auxiliary Bursary
Marjorie Young Memorial Bursary
Mindemoya Hospital Auxiliary Bursary
Tehkummah First Response Bursary

SUDBURY SECONDARY SCHOOL

Bartolucci, Grace

Visual Arts Innovation Award

Baylosis, Trina

Daniel Lamoureux Memorial Bursary
George Stelmack Music Award
Robert Gawalko Award
Staff Award

Belanger, Carlee

Sudbury Secondary School
Dance Innovation Award

Blais, Dyanna

COMPASS Student Success Award

Bouchard-Lacroix, Honey

Carolyn Otto Bursary for Music

Brule, Emma

Excellence in Business Award

Clements, Zoey

The B.A.F. Award

Cloutier, Erikka

COMPASS Student Success Award

Corbiere, River

Indigenous Student Success
Award - Truth

de la Morandiere, Nicholas

Cambrian College Secondary School
Achievement Award
Grade 12 Academic Award of Excellence
High Tech Class of '74 Reunion Bursary
Indigenous Student Success
Award - Wisdom
Specialist High Skills Major Award -
Arts and Culture

Del-Pivo, Kaitlyn

Dramatic Arts Department Award for
Writing
Excellence in Business Award
Harry Melnychuk Centennial Bursary
Sudbury Secondary North Star Award

Duffy, Kelsey

Benjamin Foote Merwin Award
Ontario Principals' Council Student
Leadership Award
Sudbury Secondary School
Council Award
Sudbury Secondary School Health
Sciences Award

Duguay, Brenden

COMPASS Language and
Communication Award

Eekels, Dominic

Grade 12 Academic Awards of
Excellence
Harry Melnychuk Centennial Bursary
Sudbury Secondary School Dramatic
Arts Award
Sudbury Secondary School
Engaging in Math Award
Staff Award

**Fudge, Lexi**

Denise Michalak Memorial Award

Gaudette, Mykala

COMPASS Student Success Award

Hummel, Jayden

Specialist High Skills Major Award -
Health and Wellness

Huss, Hayden

J. B. Wallace Award

Jalo, Abduljalil

Personal Fitness Award

Jorgensen, Blythe

Terpsichore Award

Kivisto, Kahlan

Carrington Mathematics Award
Challenge and Change Award
COMPASS English Excellence Award
F. J. Costigan - Alumni Association
Award
Sudbury Secondary School
Exposed Award

Labelle, Mia

COMPASS Vocal Music Award

Lalone, Nick

Sudbury Secondary Achievement
Award

Lamothe, Owen

E. J. Wiley Music Award
Philosophy Award
Staff Award
Student Merit Award

Laronde, Marisa

Chris' Independent Grocer Award

Leclair, Keiara

Prosperi Award
Sudbury Secondary School
Council Award

Ledrew, McKenzie

Robert Gawalko Award

Major, Zachary

Sudbury Secondary Achievement
Award

Matthews, Bella

Indigenous Student Success
Award - Honesty
Skilled Trades Bursary

Montoya, Maria

Media Arts Innovation Award
Sudbury Secondary School Healthy
Active Living Award
Sudbury Teachers' Lions Club Award

Parsons, Madison

Sudbury Teachers' Lions Club Award

Patterson, Ava

Arts Education 30th Reunion Award

Porter, Dante

Indigenous Student Success
Award - Respect

Putman, Wyatt

Shawn Tilander Media Arts Bursary

Richer, Sarah-Lynn

Indigenous Student Success
Award - Love

Roy, Ayeesha

Indigenous Student Success
Award - Humility
Wiinhgash (Sweetgrass Award)

Tindall, Max

Conroy Scott LLP Law Award
Doug Stickles Bursary
Lieutenant Governor's Community
Volunteer Award
Staff Award
Warna Timlock Award

Tremblay, Amanda

Benjamin Foote Merwin Award
Dance Award of Excellence
Excellence in Science Award
R. G. McDorman Physics Award
Sudbury Secondary School Business
Leadership Award

Wall, Liliith

Jack and Maija Ceming Award for
Chemistry
Sudbury Secondary Biology Award
Visual Arts Major Award

Wawia, Lacey

Indigenous Student Success
Award - Bravery

Yitalo, Calub

Chris' Independent Grocer Award
Jack and Maija Ceming
Mathematics Award

2021-2022 Ontario Scholars

BARRYDOWNE COLLEGE

Keyes, Aimée
LeMoine, Syanne
Roberts, Andrew

CHELMSFORD VALLEY DISTRICT COMPOSITE SCHOOL

Bourque, Robyn
Comtois, Evan
Corbiere, Carter
Dunn, Tyler
Krauss, Chelsea
Ojeda Bustamante, Amaya

CONFEDERATION SECONDARY SCHOOL

Akkanen, Eryn
Ayotte, Mathew
Bamberger, Matthew
Beggs, Kailey
Chenette, Nolan
Corbett, Clinton
El-Darazi, Lara
Ferguson, Taylor
Gagnon, Gabrielle
Gashaw, Tekle
Gavan, Riley
Gil-Alfau, Apollonia
Gillingham, Hannah
Girard, Vanessa
Gurlitz, Dawson
Greene, Jordan
Korzeniecki, Krista
Laberge, Elizabeth
Lamothe, Petra
Leduc, Chelsea
Lewis, Andrew
MacKenzie, Ian
O'Bumsawin, Brooklyn
Perrier, Grace
Perrott, Lucas
Pilon, Marissa
Pitura, Chloe
Randell, Nathaniel
Rietze, Dylan
Rudd, Ian
Savoie, Macie
Selk, Ethan
Shannon, Keeli
Shields, Eryn
Sinclair, Bobby
Slegers-O'Neil, Barrett
Taylor, Owen
Tremblay, Morgan
Ward, Ryan
Wilson, Harrison
Wilton, Troy
Wiseman, Erin

ESPANOLA HIGH SCHOOL

Chartrand, Hunter
Clark, Ethan
Coulombe, Kalan
Dubreuil, Ethan
Eadie, Paige
Fensom, Emma
Flabiano, Reid
Forcier, Ryan
Foucault, Sam
Gallant, Molly
Giambattista, Draeden
Gignac, Aiden
Hnatuik, Naomi
Hobbs, Harrison
Lacasse, Carter
Lafrance, Ezrie
Lamothe, Ethan-Doran
Leadsom, Russell
LeClair, Austin
Mailloux, Monica
McGuire, Abby
Mehta, Arya
Ritchie, Hannah
Sanford, Landon
Sheppard, Quinn
Shillinglaw, Adam
Solomon, Acadia
Solomon, Tye
Southwind, Hayley
Southwind, Tanner
Sturgess, Garreth
Taillefer, Austin
Thor, Jack
Toulouse, Jacob
Vanier, Claudia
Wilder, Jacob

LASALLE SECONDARY SCHOOL

Brear, Hunter
Brear, Peyton
Chartrand, Anna
Cole, Amber
Cormier, Roma
Dunton, Joseph
Eberlein, Charlotte
Gauthier, Vanessa
Hanna, A'rmilya
Hechler, Emma
Idemudia, Bright
Jenkins-Bailey, Tyler
Karwaski, Dakota
Kneer, Randy
Lawal, Aminat
Lawson, Ryan
Madill, Makenna
Madrio, Crysta
Moxam, Ariawna
Myroshnychenko, Kyrylo
Newbury, CJ
Nyarambi, Lavender
Paquette, Emilie
Provincial, Jade
Quenneville, Emily

Radey, Brandon
Renaud, Mia
Salt, Anneliese
Sherrin, Brayden
Squires, Noah
Tatley, Jessica
Walia, Mikaio
White, Cassy
Whitson, Wesley
Zinger, Matthew

LIVELY DISTRICT SECONDARY SCHOOL

Broomhead, McKinley
Dolphin, Kayla
Drolet, Ashley
Kelly, Evan
McDonald, Keira
McLaughlin, Ryan
Neva, Ryan
Palys, Claire
Presley, Kayla
Punkari, Kaitlyn
Puro, Lainey
Remington, Ryan
Schledewitz-Edwards, Ethan
Stillwaugh, Sean
Tan, Jenny
Zelinsky, Charla

LOCKERBY COMPOSITE SCHOOL

Alexander, Caleb
Allair, Bryanna
Annett, Travis
Bard, Ava
Beatty, Ava
Beauvais, Athena
Caddel, Maeve
Cayen, Ella
Comacchio, Shana
D'Aloisio, Laura
Desarneau, Morgan
Deschene, Ian
Dowe, Anya
Ducharme, Brady
Elliott, Bryce
Elliott, Quinn
Fahey, Kirstin
Frayne, Connor
Gardner, Quinn
Gerhardt, Eli
Grubber, Kaija
Hards, Jameson
Hongell, Faith
Howsare, Abby
Hunt, Matthew
Kasunich, Staysha
Ker, Ian
Korzeniecki, Jenna
Laakso, Hanna

Laakso, Tessa
Lai, George
Lattie, Vanessa
Leishman, Sydney
Lyle, Hannah
Lynch, James
Malo, Jordan
Matarazzo, Alexandra
McGibbon, Conner
O'Hara, Ethan
Ostroski, Tatum
Pianosi, Amadeo
Schwendener, Beverly
Scutt, Andrew
Sedgwick, Ben
Siddiqui, Mariam
Smith, Alison
Smith, Davina
Todd, Dylan
Tolsma, Tristin
Tushingham, Callaway
Tymeczko, Darren
Williams, Ethan
Zientarski, Ashly

LO-ELLEN PARK SECONDARY SCHOOL

Abdel-Dayem, Leena
Abu Shama, Lana
Aburub, Omar
Al Jaishi, Mohamed
Alaeddine, Mona
Albers, Seth
Anderson, Cecilia
Armstrong, Lili
Beaudoin, Kassandra
Bertrim, Alexandra
Best, Annika
Bolton, Jacob
Bonany, Finn
Brush, Kate
Burton, Carley
Burton, Sydney
Cameron, Karli
Cardenas, Isay
Cecchetto, Makenzie
Chan, Nita
Church, Charlotte
Clarke, Hunter
Conlin, Liam
Coulombe, Ava
Cucksey, Blaze
Delorme, Sarah
Di Salle, Connor
Dissanayake, Clara
Dokis-Dupuis, Alexei
Eadie Bérubé, Montanah
Ellott, Cooper
Endanawas, Courtney
Erwin, Mackenzie
Ethier, Owen
Fisher, Sahana
Fleury, Gregoire
Frantz, Rory
Gaffney, Sophie
Garic, Mariana
Gibb, David

Gougeon, Griffin
Groulx, Marco
Guerin, John
Guerra, Peter
Hamada, Nadia
Hamilton, Kayla
Harry, Nik
Hayes, Julia
Ingle, Diya
Jermyn, Mia
Jones, Jack
Joyce, Jack
Kallioinen, Aidan
Kelly, Madison
Kettle, Ryan
Kolari, Asher
Korzeniecki, Matthew
Kuhlberg, Carling
Kusnierczyk, Jill
Labelle, Rory
Langley, Michael
Leach Jarrett, Samuel
Lowe, Hunter
Luison, Matteo
Maar-Jackson, Benjamin
Macdonald, Amanda
MacLennan, Manhattan
Mahaffy, Kalem
Mantle, Sidney
Mazzuchin, Dax
Miglioranza, Katie
Mihell, Shea
Minocha, Tanya
Moskalyk, Jack
Munro, Ashlyn
Nener, Kai
Nicklasson, Carson
Nutt, Taylor
Ouibet, Jessica Lynn
Paibomsai, Eli
Papineau, Meghan
Papineau, Mikayla
Paquette, Logan
Paris, Kyryn
Patel, Heli
Patel, Kris
Pellerin, Claudia
Pilon, Matthew
Prawirajaya, Abeska
Prosperi, Julia
Purdon, Maikie
Rietze, Malcolm
Robertson, Oliver
Robins, Lola
Robinson, Nathan
Ross, Kaylee
Sakah, Baraa
Sanzo, Emily
Savoie, Wyona
Scott, Ethan
Secenj, Ryley
Shanks, Cameron
Shoup, Ethan
Smith, Ally
Smith, Tyler
Sutherland, Avery
Svalina, John
Symington, Alison
Symington, Amanda

Thom, Anthony
Thompson Nelson, Mira
Thompson, Julia
Tissot van Patot, Elliot
Toffoli-Thompson, Kendyl
Tomlin, Evie
Tresidder, George
Urwin, Megan
Vanholt, Madeline
Valliere, Zoe
Vallilee, Marco
Vocaturro, Cory
Walsh, Abby
Weaver, Bayden
Wiss, Patrick
Wong, Brandon
Wors, Hunter
Yang, Kerry
Yao, Michael
Yu, Lindsay
Zerwer, Gillian
Zhang, Joshua

MANITOULIN SECONDARY SCHOOL

Allison, Decan
Bailey, Jordan
Boyle, Jessica
Bridgeman, Liam
Carrick, Leah
Cooper, Annie
Dwyer-Gauthier, Whittier
Ernilova, Eliza
Farquhar, Zara
Fowlie, Alex
Hare, Noah
Hietkamp, Sophie
Moggy, Carter
Orford, Rachael
Patterson, Patricia
Phillips, Lane
Redmond, Zoe
Skippen, Madison
Taylor, Jenna
Wemigwans, Julian

SUDBURY SECONDARY SCHOOL

Brule, Emma
de la Morandiere, Nicholas
Del-Pivo, Kaitlyn
Duffy, Kelsey
Eekels, Dominic
Fudge, Lexi
Kivisto, Kahlan
Lamothe, Owen
Parsons, Madison
Sharma, Erika
Tindall, Max
Wall, Liith

**ELEMENTARY SCHOOLS - SUDBURY AREA**

School	Principal	Telephone
Adamsdale Public School	Ashleigh Conley	705.566.6020
Alexander Public School (FI)	Christine Chisholm	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)	David Bertrim	705.671.5948
Copper Cliff Public School	James Norrie	705.682.4721
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)	Kristina Rivard Gobbo	705.566.2280
Levack Public School (EP)	Coleen Eberlein	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	Patrick Hopkin	705.671.5946
Monetville Public School	Paula Biondi	705.898.2785
Northeastern Elementary School (FI & EP)	Jodie Pakkala	705.675.0204
Princess Anne Public School	Paula Mackey	705.673.6516
Queen Elizabeth II Public School	Cori Pitre	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)	Brenda Carr	705.671.5956
Walden Public School (FI & EP)	Stephen Winckel	705.692.3602
Westmount Avenue Public School (FI)	Emily Caruso Parnell	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)	David Bertrim	705.671.5948
Lasalle Secondary School (FI & EP)	Kristina Rivard Gobbo	705.566.2280
Lively District Secondary School Innovative Integrated Technology Program	Leslie Mantle	705.692.3671
Lockerby Composite School (FI & EP) Science Technology Education Program	Craig Runciman	705.522.1750
Lo-Ellen Park Secondary School (FI & EP) International Baccalaureate Program	Pamela Potvin	705.522.2320
Sudbury Secondary School (FI & EP) Arts Education Program	Heather Downey	705.674.7551

ELEMENTARY SCHOOLS - ESPANOLA AREA

School	Principal	Telephone
A.B. Ellis Public School	Kendra Mihell	705.869.1651
S. Geiger Public School	Shelley Tamura	705.865.2052

SECONDARY SCHOOL - ESPANOLA AREA

School	Principal	Telephone
Espanola High School	Melanie Bertrand	705.869.1590

ELEMENTARY SCHOOLS - MANITOULIN ISLAND

School	Principal	Telephone
Assiginack Public School	Tracey Chapman	705.368.7010
Central Manitoulin Public School	Melissa Brandon	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	David Wiwchar	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	Nadia Berardelli	705.674.1221
Cecil Facer Secondary School	Martin Punkari	705.522.0196
Child and Adolescent Mental Health Program	Nadia Berardelli	705.674.1221
Children's Treatment Centre	Nadia Berardelli	705.674.1221
Co-operative Education	Jody Jakubo	705.688.0888
Frank Flowers School Program	Martin Punkari	705.524.3354
Indigenous Education	Kathy Dokis	705.674.3171 ext. 8236
Jean Hanson Public School Mental Health	Nadia Berardelli Sarah Jokinen	705.674.1221 705.674.3171 ext. 8220
N'Swakamok Alternative School	Heather Downey	705.674.2128
Ontario Youth Apprenticeship Program Program	Dana Kinsella Daniel Koziar	705.688.0888 705.523.3308
Virtual School	Dave St. Amour	705.671.5945
Restart Program/O'Connor Park Program	Pablo Gil-Alfau	705.671.5941
Special Education Programs/Services	Colleen McDonald	705.523.3308
Student Success	Maureen McNamara	705.523.3308
Transportation Inquiries (Sudbury Student Services Consortium) For bus cancellations, visit businfo.ca.	705.521.1234 (or visit businfo.ca) Toll Free: 1.877.225.1196	

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
Lisa Corbiere-Addison	Manitoulin, Area 7	705.282.4146
Doreen Dewar	Sudbury, Area 5	705.682.9449
David Farrow	Sudbury, Area 1	705.688.6052
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
Jocelyn Kuntsi - Student Trustee		
Darcy Trudeau - Student Trustee		

ADMINISTRATION

Centre for Education	705.674.3171	Toll Free: 1.888.421.2661
Bruce Bourget	Director of Education	ext. 7236
Dennis Bazinet	Superintendent of Business	ext. 7235
Lesley Fisher	Superintendent of Schools	ext. 7213
Judy Noble	Superintendent of Schools	ext. 7213
Kathy Wachnuk	Superintendent of Schools	ext. 7235
Nicole Charette	Senior Advisor	ext. 7217
	Corporate Communications and Strategic Planning	

Power Outages

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.