

Rainbow Schools



Annual Report²⁰²³⁻²⁰²⁴



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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 2023-2024 school year. It also offers an overview of the 2024-2025 budget.



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> |

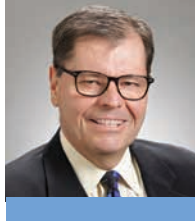
*Seven Grandfather Teachings
Niizhwaaswi G'chi Mishoomsinaanik
Kinoomadwinan*

PRIORITIES

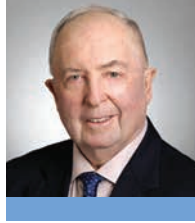
Student Success and Achievement
Truth and Reconciliation
Literacy and Numeracy
Mental Health and Well-Being
Environmental Education and Sustainability
Equity and Inclusive Education

Rainbow District School Board acknowledges that we are on the traditional and ancestral territory of the Anishinaabek, including Atikameksheng Anishnawbek and Wahnapiatae Nations. We are situated within the Robinson-Huron Treaty of 1850 and want to recognize the inherent rights of the Anishinaabek that maintained these lands from time immemorial.

Trustees – Your Voice at the Board



David Farrow
Board Chair
705.688.6052



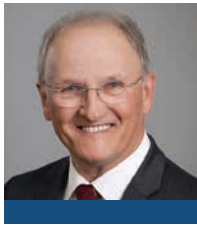
Alex McCauley
Board Vice-Chair
705.690.1207

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

Sudbury, Area 4

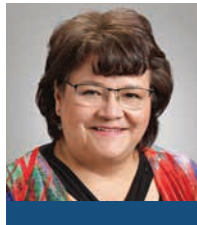
C.R. Judd Public School
Churchill Public School
Lasalle Elementary School
Markstay Public School
Monetville Public School
Northeastern Elementary School
Westmount Avenue Public School
Barrydowne College
Lasalle Secondary School



Bob Clement
705.869.2235

Espanola, Area 8

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



Lisa Corbiere-Addison
705.282.4146

Manitoulin, Area 7

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



Linda Debassige
705.210.9985

First Nations

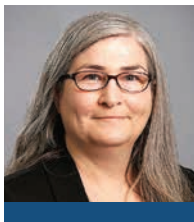
Atikameksheng Anishnawbek
Aundeck Omni Kaning First Nation
Dokis First Nation
M'Chigeeng First Nation
Sagamok Anishnawbek
Sheguiandah First Nation
Shesheganwaning First Nation
Wahnapiatae First Nation
Whitefish River First Nation
Zhiibaahaasing First Nation



Doreen Dewar
705.682.9449

Sudbury, Area 5

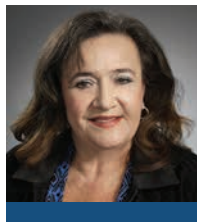
Alexander Public School
Algonquin Road Public School
MacLeod Public School
R.L. Beattie Public School
Cecil Facer Secondary School
Lockerby Composite School
Lo-Ellen Park Secondary School



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
Queen Elizabeth II Public School
Sudbury Secondary School

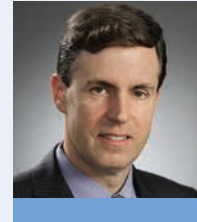


Judy Kosmerly
705.897.1603

Sudbury, Area 3

Redwood Acres Public School
Valley View Public School
Confederation Secondary School

Executive Council



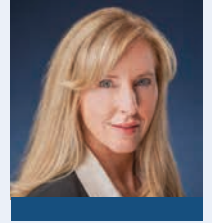
Bruce Bourget
Director of Education



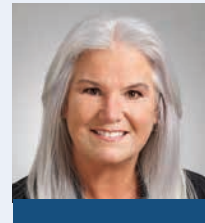
Lesley Fisher
Superintendent of Schools



Adam Guilbault
Superintendent of Business

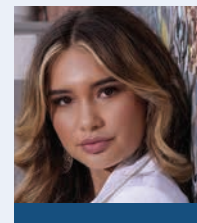


Maureen McNamara
Superintendent of Schools

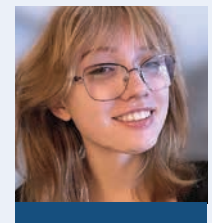


Kathy Wachnuk
Superintendent of Schools

- Alex McCauley was selected to fill a trustee vacancy on Rainbow District School Board. Trustees approved the appointment at the Board meeting on October 24, 2023. Alex McCauley was sworn in as a Trustee prior to November 21, 2023. He will serve for the term ending November 2026.
- Trustee David Farrow was acclaimed Chair of Rainbow District School Board during its annual organizational meeting held on November 21, 2023. Trustee Linda Debassige was acclaimed to her third term as Vice-Chair of the Board.
- Trustee David Farrow was acclaimed to a second term as Chair of Rainbow District School Board during its annual organizational meeting held on November 19, 2024. Trustee Alex McCauley was acclaimed Vice-Chair of the Board.



Tia Nootchait
Student Trustee
Lockerby Composite School



Alexandra Wilson-Zegil
Student Trustee
Manitoulin Secondary School



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



On behalf of the Board of Trustees, I am pleased to present the 2023-2024 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.

Our vision, mission, values and priorities continued to guide decision-making with a focus on student achievement and well-being. In the process, we moved forward on all of our priorities, evident by the success stories in this Annual Report.

The stories provide a snapshot of the progress made by our senior leadership team, teachers and support staff who worked together to prepare students to become lifelong learners, achieving their full potential as confident, caring members of society.

Trustees received program and priority updates throughout the school year, ensuring the Strategic Directions adopted by the Board were aligned with system and school improvement plans.

We are grateful to all staff for their effective use of instructional strategies, assessment tools, resources and interventions to foster student success. We also applaud the efforts



of all staff for engaging students in initiatives that promote overall well-being, which builds a solid foundation for learning.

As partners in education, parents/guardians, coaches/volunteers, local employers, post-secondary institutions and program sponsors/donors made an immense

contribution. Thank you for joining with us to create opportunities for students.

Our students worked with passion and with purpose to gain new concepts, develop their abilities, contribute to the life of the school and their school community, discover their interests, explore their talents, grow socially, emotionally, physically and academically, graduate with a diploma, and make us all very proud.

David Farrow

Chair, Rainbow District School Board



Confidence. It's the greatest gift we can give students.

In Rainbow Schools, we build confidence in many ways.

Creating warm and welcoming environments, where students are connected to caring adults and supportive peers, provides the starting point. Knowing the student as a learner ensures responsive strategies are implemented to deliver the curriculum.

Engaging parents/guardians as partners in the learning process encourages students to practise their skills at home. Inviting students to participate in sports, clubs and community initiatives provides more opportunities for personal development.

This Annual Report celebrates confidence. As you read the highlights under each priority, you will gain a deeper appreciation for the work we are doing to foster student success.

As we entered the second year for Strategic Directions, we continued to nurture positive and productive environments where schools flourish and students thrive. Our focus remains on continuous improvement. Small steps over time result in significant



change.

I commend our Board of Trustees for fulfilling their governance role with students first and foremost. Their thoughtful leadership inspires us to grow in our professional learning to have an even greater impact on students.

As always, we are grateful

for the dedication and commitment of our instructional leaders, teachers, support staff, parents/guardians, coaches and partners. In your own special way, you make a difference in the lives of our students each and every day.

It is a privilege for me to serve the Rainbow District School Board and work with talented, caring and committed staff across our system. When we build confidence in public education, we open doors for our students.

Bruce Bourget

Director of Education, Rainbow District School Board



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

Westmount Avenue Public School re-opens for students with special needs



DD Rainbow District School Board received Ministry of Education approval to re-open Westmount Avenue Public School to address accommodation pressures in schools in Sudbury.

In recent years, there has been an increase in the number of students who require Intensive Support Program (ISP) placements which has resulted in a greater need for ISP classrooms.



The students with special needs receive programming support focused on the development of social, language and communication skills with functional academics.

Students participate in daily whole group activities that build a sense of community and foster friendships.

The smaller class sizes allow students to receive personalized attention and individualized instruction based on their needs.

Twelve classrooms were renovated and ready for occupancy on September 3, 2024. A new accessible washroom with shower facilities and a lift were also built.

Exterior work included the expansion of the parking lot, a new walkway to the main entrance, and a new roof.

In addition to contractors, Board carpenters, plumbers and tradespeople worked diligently to prepare Westmount Avenue Public School for school start up. ■

Rainbow Board seeks input on cell phone/mobile device use in schools

DD At the end of the 2023-2024 school year, Rainbow District School Board invited students, parents/guardians, staff, school visitors, partners and the public to provide feedback on cell phone/mobile device use in schools.

The feedback was reviewed as part of the creation of an Administrative Procedure on Cell Phone/Mobile Device Use in Schools which came into effect on September 3, 2024.

Survey respondents were asked to consider the following factors when providing their input:

- the age of the student,
- maximizing classroom instructional time,
- prioritizing mental health and well-being,
- fostering engaging teaching and learning environments, and
- focusing on student success and achievement.

“We thank our parents/guardians and students for their continued support as we work together to foster positive school climates for student achievement and well-being,” said Director of Education Bruce Bourget.

“Eliminating distractions protects instructional time and enables educators and students to focus on teaching and learning.”



In addition to the survey feedback, the Administrative Procedure considered legislative requirements, government policy directives, and the Board's operational requirements as well as concerns about the inordinate amount of time spent on cell phones and social media and the growing research on their negative impact on student well-being.

Rainbow District School Board's Cell Phone/Mobile Device Use Administrative Procedure supports teaching and learning in a safe, caring and productive environment. The procedure aligns with the Board's strategic priorities in Student Success and Achievement, Literacy and Numeracy, and Mental Health and Well-Being. ■

Parent Involvement Committee

October 17, 2023

The Power of Connection: Helping our Students Thrive Through Challenging Times

Presenter: Dr. Jean Clinton



Renowned expert Dr. Jean Clinton talked about relationships, belonging and connection. She highlighted ways to create optimal learning conditions for all students. Dr. Jean Clinton of McMaster University is one of four renowned experts to advise the

Wynne Government on bold reforms to the province's publicly funded education system. The clinical professor of psychiatry and behavioural neurosciences of the Michael G. DeGroote School of Medicine, Dr. Clinton is a specialist in child psychiatry. Her expertise is in the development of young minds and she is recognized internationally as an advocate for children's issues. Her special interest lies in brain development and the crucial role relationships and connectedness play therein. ■

Career Fair attracts prospective employees



■ Rainbow District School Board hosted its second Career Fair on Saturday, April 6, 2024 at Lockerby Composite School. Human Resources staff and hiring Principals/Managers conducted interviews, shared information, answered questions, and accepted applications. ■

December 12, 2023

Parents Reaching Out Grants - School Success Stories

Heather Pennie, Principal, and Robyn Best, Vice-Principal, Little Current Public School

Parents/guardians of Little Current Public School had an opportunity to learn about emotion coaching and gain strategies teachers use at school.

Ryan Lafraniere, Principal of Lockerby Composite School

With engagement and support from the School Council, Lockerby created a handbook for students and parents/guardians with general information about secondary school and specific information about programs/opportunities at Lockerby Composite School.

Central Manitoulin School Council Chair Allison Orford

Students at Central Manitoulin Public School engaged in learning along with parents/guardians, including strawberry teachings, creating a box garden, learning lacrosse skills, medicine walk, macrame art session, year end barbecue and a book tasting event that was a huge success.

Kristina Rivard Gobbo, Principal of Lasalle Secondary School

The school offered a series of three sessions focused on mental health and well-being. The book "What to Say to Kids When Nothing Seems to Work" by Adèle Lafrance provided the starting point to focus on growth mindset and resilience.

January 30, 2024

Social Media and Youth Mental Health

Presenter: Sarah Clarke, Mental Health Lead

Data was shared from The U.S. Surgeon General's Advisory, 2023 on social media and youth mental health. Many factors influence whether the impact of social media is positive or negative, including time spent on social media, the content accessed, the types of interactions, and how much it interferes with other healthy activities, like sleep, in person social interactions, physical activity, participation in hobbies such as music or art, engagement with cultural activities, and engagement with the world.

February 27, 2024

Literacy and the Language Curriculum

Presenter: Melanie Bertrand, Principal of Student Success

Literacy was defined as the ability to engage with language to construct meaning in a variety of contexts. It involves reading, writing, speaking, and listening, as well as transferring these skills to increasingly complex areas of study, such as science or social studies. First we learn to read and then we read to learn.

April 9, 2024

Supporting Students in Mathematics

Presenter: Dan Koziar, Principal of Program (K to 6)

The Board is working with teachers, students and families to ensure coherent and consistent approaches to math instruction in all of its schools. From Kindergarten to Grade 12, students have access to a variety of meaningful learning experiences that enhance their understanding of mathematics, and their ability to use math in real world situations.

May 7, 2024

Planning Ahead

The Parent Involvement Committee brainstormed ideas for topics for meetings for the 2024-2025 school year.

Growing strong, healthy, vibrant and resilient members of society



Rainbow District School Board's Mental Health and Addictions Strategic Plan for 2023 to 2027 creates a learning environment for young people to become strong, healthy, vibrant and resilient members of society.

“Well-being is a positive state of flourishing and balance, encompassing physical health, emotional health, healthy relationships, self-efficacy, connectedness and fun, which are all components of mental health,” said Mental Health Lead Sarah Clarke.

Good student mental health is promoted when we:

- focus on teaching and learning opportunities that help to build knowledge and skills to improve health and well-being
- teach and model healthy coping strategies
- help students build social emotional skills
- foster student self-advocacy, identity and leadership
- notice when a student is struggling and know pathways for service
- build relationships with all students in the school
- provide a sense of belonging and connectedness
- foster fun, recreation and creativity

Rainbow District School Board continues to implement sustainable mental health promotion, prevention and intervention strategies in schools and further develop community partnerships to enable students to receive the right care at the right time.

Care will be culturally responsive and identity affirming in keeping with the Board's ongoing focus on equity and inclusive education and truth and reconciliation.

The Mental Health and Addictions Strategic Plan is guided by the following principles:

- Mental health and well-being is fundamental to student success.
- Personal growth, identity development and academic achievement enable students to reach their full potential and participate meaningfully in all aspects of life.
- Working closely with families and community partners is essential to meeting the mental health needs of all students.

“Providing educators with the knowledge and resources required to create and maintain mentally healthy schools will foster a school culture where all students feel safe, accepted and welcomed,” said Sarah Clarke. “Nurturing a strong sense of belonging at school supports mental health and well-being which supports student success and achievement.”

Universal mental health promotion, stigma reduction, and early recognition of mental health problems will encourage help seeking behaviour.

Embracing diversity, inclusion and equity with identity affirming, culturally relevant and responsive approaches will have a positive impact on the mental health and well-being of all students, their families and staff in Rainbow Schools.

“Ontario has a comprehensive and systematic multi-year School Mental Health and Addictions Strategy that comes from scientific



research and responds to student needs and service trends,” said Sarah Clarke.

“Each school board across the province follows this provincial strategy to guide the development of their local School Mental Health

and Addictions Strategy,” she added. “The local strategies reflect the needs, context, strengths and resources of the communities served by the area board.”

Rainbow District School Board has identified four strategic priorities in the Mental Health and Addictions Plan for 2023 to 2027:

- ▶ Create and sustain mentally healthy schools
- ▶ Provide evidence informed, identity affirming and culturally relevant mental health promotion, prevention and intervention
- ▶ Support the mental health and well-being of Indigenous students through the Indigenous Mental Wellness Continuum Framework

- ▶ Enhance community partnerships to move towards an Integrated Tiered System of Care in line with the Right Time, Right Care vision (April 2022)

The priorities will be addressed through the development of annual action plans outlining activities, resources, timelines and indicators of success.

The Mental Health and Addictions Strategic Plan for Rainbow District School Board responds to the Ministry of Education’s requirements to support the mental health and well-being of students in Ontario, as outlined in PPM 169 which came into effect in January 2024. ■

All members of the school community are responsible for mental health promotion and wellness initiatives.

▶▶ When schools create warm and welcoming environments, and build positive relationships with students and families, they nurture places of learning where everyone has a strong sense of belonging and safety at school.

The Mental Health Team works with school staff to provide mental health literacy, social emotional learning opportunities, and stigma reducing wellness initiatives.

For example, secondary students participated in the Headstrong Summit on October 24, 2023. Through engaging keynote speakers and dynamic workshop presentations, students were inspired to Be Brave, Reach Out and Speak Up about mental health. After attending the day-long summit, students returned to their schools and formed student-led, staff-supported Headstrong Committees to implement school-based initiatives.

The Mental Health team continues to present full classroom programs, including Kids Have Stress Too, Dialectical Behaviour Therapy Skills in Schools, Cognitive Behavioural Therapy Skills, We All Have Feelings, Holistic Arts Based Mindfulness Program, Mindfulness, and play based programs. All of these programs are designed to enhance mental health literacy, help children identify, understand and express emotion, understand the connection between thoughts and emotions, as well as enhance resiliency and problem solving skills.

Schools participated in Mental Health Week from May 6 to 10, 2024. This year’s theme was A Call to be Kind and schools explored compassion, including self-compassion.

The Mental Health Team also works one-on-one with students to identify early warning signs and refer students to community agencies for further support.

The Right Time, Right Care document, released in 2022, guides the work for the last strategic priority in the Mental Health and Addictions Strategic Plan.

Right Time, Right Care provides an aspirational vision for how schools and community-based child and youth mental health organizations can work together to provide a coordinated, responsive system of care aimed at meeting the mental health needs of Ontario’s children and youth.

Right Time, Right Care represents a consensus about what services should be provided to children and youth, where those services should be provided, and who is responsible for different levels of care.

Right Time, Right Care is guided by a number of principles:

- ▶ A child’s education and mental health are linked
- ▶ A continuum of mental health supports and services ranging from wellness promotion to intensive treatment should be available in all regions across the province
- ▶ Supporting students and families is a shared responsibility

Each partner contributes to a circle of support that wraps around children and young people.

The best outcomes occur through active collaboration between schools, community based services and children, young people and families.

In times of crisis or intensive mental health needs, systems must collaborate to support the seamless delivery of mental health services for children, young people, families and the community.

The Rainbow District School Board will prioritize working with our community partners to make this aspirational vision come to fruition in our community. ■

New mental health modules in Grades 7 and 8

Students in Grades 7 and 8 participated in a series of mental health literacy modules as part of the Health and Physical Education Curriculum.

►► The Ministry of Education mandated that modules be delivered to ensure that students have access to research-based information that is relevant to them. Teachers received training on the content in the fall of 2023.

The modules, introduced in January 2024, were developed for the Ministry of Education by School Mental Health Ontario, a provincial implementation support team that helps school districts enhance student mental health.

School Mental Health Ontario worked collaboratively with partners to develop the modules, to give students inclusive, culturally

responsive, evidence-informed knowledge, skills and strategies to support their mental health and well-being.

There are many reasons for bringing the modules into the classroom:

- Students want to learn more about mental health at school.
- This learning helps students develop skills that support positive mental health.
- Mental health learning supports learning in all other areas.
- This learning can encourage conversations and help students in need reach support.



- As caring adults in the lives of young people, we want students to be well.

Parents received information on "Exploring Mental Health Together" to learn about the content that was covered in class, including signs, stigma, strategies and support. ■

Dare to Care in all schools from Kindergarten to Grade 9

What does kindness smell like, taste like, look like, sound like and feel like?

►► When students from Algonquin Road Public School asked their classmates, the answers were heartwarming.

Kindness smells like pizza.

Kindness tastes like sweets.

Kindness looks like a hug.

Kindness sounds like "are you ok?"

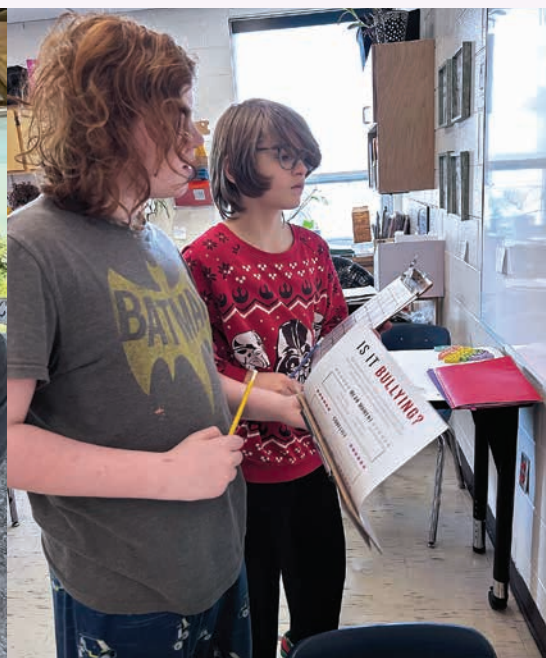
Kindness feels good.

Kindness is at the heart of the Dare to Care program which was introduced in all Rainbow Schools from Kindergarten to Grade 9.

With learning modules for students, professional learning for staff, and resources for parents/guardians, Dare to Care engages the entire school community in contributing to warm and welcoming school environments where students feel a strong sense of belonging and connection.

Prevention and intervention strategies focus on social emotional learning with an emphasis on empathy. Through the program, everyone gains a deeper understanding of bullying, and, more importantly, develops tools to create a caring community.





"Dare to Care is a program that our entire school embraces and celebrates," said Melissa Brandon, Principal of Central Manitoulin Public School. "At the end of the school year, the Art Club wanted to undertake a more significant project to demonstrate their growth and earning throughout the year."

With the support of Educational Assistant Jennie Cook and Special Education Resource Teacher Michelle Cooper, students created a Dare to Care quilt. "Each block of the quilt was prepared by one of the club's

students," said Principal Brandon. "It sends an important message that when we are kind, we create a safe and caring environment for all students."

She added: "The quilt currently hangs in the entrance of Central Manitoulin Public School. Staff, students and community members walk by the quilt daily. It provides a warm and gentle reminder to be kind."

At Jean Hanson Public School, students participated in a gallery walk. They had to read scenarios and

determine if a situation was a mean moment, conflict or bullying. "Helping students to understand the difference is part of the Dare to Care program," said Principal Coleen Eberlein.

Students were also asked to reflect on some important questions:

- ▶ What are you doing with your words and actions?
- ▶ How do you want to be remembered?
- ▶ What is your greatness? ■

Bell Let's Talk School Guide

▶▶ Rainbow District School Board's Mental Health Team compiled an activity guide to assist schools in promoting Bell Let's Talk.

The purpose of this initiative is to reduce the stigma of mental health and to encourage individuals to reach out for support.

The guide featured daily videos, links, announcements, images and activities for each grade level from January 22 to 26, 2024. ■

Kids Help Phone



▶▶ Rainbow District School Board piloted the Kids Help Phone Counselor in the Classroom program at Lively District Secondary School and received positive feedback. Counseling is not provided through the program. Rather, students receive more information about Kids Help Phone services and what happens when they reach out for assistance. ■

Youth Substance Use Prevention

▶▶ Rainbow District School Board partnered with Drug Free Kids Canada to deliver a Youth Substance Use Prevention presentation for parents/guardians.

Held on November 16, 2023, the presentation provided facts and information about the current landscape of cannabis, alcohol, vaping and youth, and how it is affecting families. Participants gained practical tools to engage in meaningful conversations with families about youth substance use prevention. ■

At Manitoulin Secondary School soup day creates a feel good vibe



It's been described as comfort, nourishment and warmth for the soul, a hug in a bowl, and a warm blanket on a cold winter's day.

At Manitoulin Secondary School, soup is that and so much more. It's a weekly gathering with simplicity at its core.

Fridays are soup days. Students and staff line up out the door to enjoy a taste of goodness.

Cauliflower, wedding, corn chowder, sweet potato, pumpkin, squash, chicken.

You name it, they have served it.

On this particular day, borscht is on the menu compliments of the Empower Class and teacher Connie Freeman.

Staff often donate ingredients. Partners contribute to soup days too, with vegetables from Barney's Bargain Barn, fresh chickens from Burt Farm Country Meats, or full pots of home-made soup from Noojmowin Teg Health Centre.

Food class teacher Sarah Aube and students use the chicken bones to

make stock, providing a delicious base for the soup recipes.

Soup day started four years ago. Every month or so, teacher Jon Balfe and Indigenous Grad Coach Dianne Debassige would get together to make a 20 litre pot of soup for the school.

"The feeling was so powerful to me, it just had to happen again," said Jon Balfe.

As soup day began to gain momentum, more and more people pitched in and it soon became a movement.

"It's not about the soup," said Jon Balfe. "It's about the kids who show up and you sit down beside them and talk. Soup creates unity. It's an experience of community."

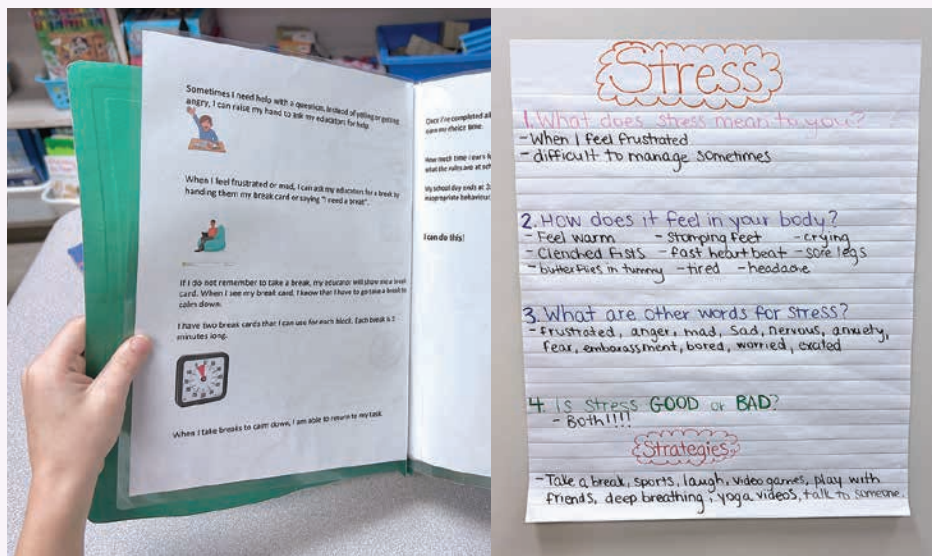
He added: "No matter how many times you participate in soup day - every time - the feeling is so good it knocks you back."

Watching students make soup is also gratifying. From chopping to stirring to ladling, students take pride in their culinary creations and enjoy seeing other students come together to break bread.

When asked: "What kind of soup is it today?" Jon Balfe is quick to reply: **"The good kind."** ■

Making a difference one student at a time

The most intensive support program offered by Rainbow District School Board continues to make a difference, one student at a time.



▶▶ The Applied Behaviour Analysis (ABA) program, which was introduced in the Board in 2014, is a highly structured model of intervention.

The goal is to increase behaviours that are helpful and adaptive, and reduce behaviours that hinder a student's ability to learn.

The program manager, teachers, behaviour therapist, social worker, and educational assistants work as a team to meet student needs in collaboration with parents/guardians/caregivers and community service providers.

"We want kids to love school again," said ABA program staff members.

A key feature of the program is to increase student motivation. Individual preference assessments are completed to determine which items and activities are most motivating for students. These are then embedded into the daily programming.

On a regular basis, students articulate "what a good day at school looks like for me." At the beginning of the day, students read a priming script through which they rehearse

their strategies and review the classroom expectations. This activity helps students monitor their behaviour and manage their emotions and responses throughout the day.

"Giving students strategies for self-regulation enables students to be more available for learning so that educators can deliver the curriculum," said ABA Program Manager and Registered Behaviour Analyst Brien Managhan.

He added: "With smaller class sizes and a higher student to staff ratio, the program is very prescriptive and very purposeful. Decisions on interventions and next steps in learning are based on data, with input from staff, students and caregivers."

Students are motivated to use their strategies and increase their engagement in academics. As they progress, students are given access to new privileges such as additional time in the gym, use of technology, and greater independence.

For instance, students earn more privileges when they complete academic activities of 16 to 20 minutes, doing the expected

amount of work in the absence of interfering behaviour, and using coping strategies and social skills as needed.

Once students achieve a certain level, and have met the attendance requirement, they move to the Northern Support Initiative (NSI) program where they are given greater independence and staff support fades to simulate a more traditional school setting.

NSI is similar to a regular classroom, but there is a greater focus on social skills and mental health. Students learn how to stay focused, change unhealthy thought patterns, reduce conflict, and understand boundaries.

While more than 50 students have benefited from the ABA/NSI classrooms in the past 10 years, ABA services are also provided across the Board through professional development activities and consultation by an ABA itinerant team. The team includes an additional Registered Behaviour Analyst as well as teachers with more training and experience in the field of ABA and Behaviour Management Systems (BMS).

Since 2014, hundreds of staff members have received training in ABA and BMS to apply in their classrooms and their schools. In addition, the team completes about 100 consultations/functional behaviour assessments per year.

During the 2023-2024 school year, BMS training and recertification was provided to 256 Educational Assistants, 19 teachers, two Designated Early Childhood Educators, and 16 school administrators. A total of 18 BMS trainers were trained or recertified as trainers, including eight new trainers who were added to the pool.

Superintendent Kathy Wachnuk is proud of the special education programs being offered by Rainbow District School Board. "Recognizing a need, we invested in our own expertise and our own classrooms to support our students and their families," she said. "We want all of our students to achieve their potential as confident, caring members of society." ■

Literacy: The currency of all learning



School Improvement Plans create common visions for moving student achievement forward.

►► They not only ensure that resources are allocated to what matters most, they also become the catalyst for daily conversations and instructional coaching to support teaching and learning.

"The more we talk about what we do and share best practices as educators, the more we grow and the more our students succeed," said Director of Education Bruce Bourget.

"Our students must read and write every day to gain strong foundational skills," he said. "When

we preserve the literacy block for explicit reading and writing activities, and focus on continuous improvement through daily practice, we give students every opportunity to achieve."

Adamsdale Public School is a prime example. Working collaboratively, members of the teaching team have demonstrated that being deliberate in their practice has a positive impact on student achievement.



In recent years, staff shifted their literacy focus to four main areas - phonological skills instruction, systematic and explicit phonics instruction, reinforcing decoding through text selection and strategy instruction, and teaching irregular words with intention.

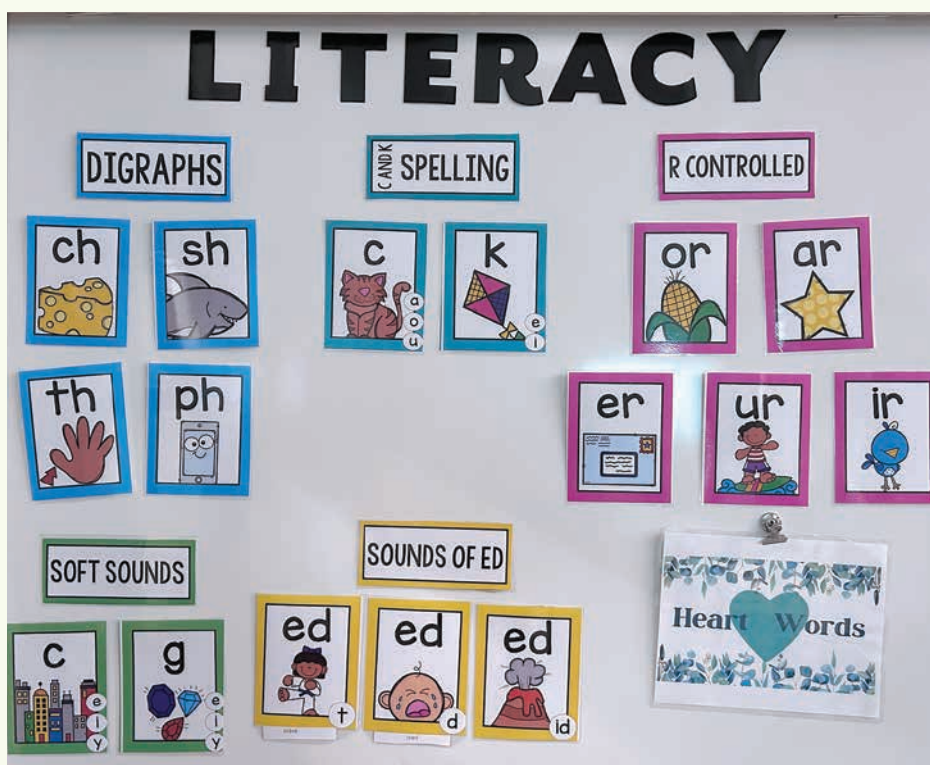
"Students don't learn to read through exposure alone," said Principal Ashleigh Conley. "They require systematic teaching that introduces them to the principles of decoding, phonics, and the structure of language."

She added: "Explicit and systematic instruction helps students develop the necessary neural pathways to recognize letters, understand their corresponding sounds, and eventually read fluently. This approach is particularly vital for students who struggle with reading, as it provides them with the tools they need to learn to read."

Principal Conley and her staff implemented best practices based on research. Students in Kindergarten and Grade 1 received phonological skills instruction for up to 15 minutes daily. Students were taught to recognize that words are made up of sounds and to identify the sounds within words. Phonological skills instruction accompanied intervention sessions for students who required more support. This was incorporated into explicit spelling instruction in the Junior grades.

According to research, phonological skills are a strong predictor of long-term reading and spelling success. They can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge, and socioeconomic status. (Gillon, 2004).

"Experts in learning science have noted that direct instruction in phonics has proven to facilitate early reading acquisition," said Principal Conley. "In fact, this is one of the most well established conclusions in all of behavioral science." (Stanovich, 1994) With explicit instruction in phonics, students learn the letter/sound rules to lift simple and complex words off the page.



Kindergarten to Grade 2 classrooms were equipped with decodable readers to practise phonics skills from simple words like Sam and cat, to books with words that contain vowel teams, trigraphs (three letters represent one sound), and multi-syllable words. Students were also introduced to irregular words.

"Over the last two school years, I have seen a significant improvement in phonics awareness and early reading and writing skills in my students," said teacher Sierra Martin. "Many of my first grade students are either ending the school year as confident beginner readers, or with strong foundational phonics and reading skills that will support their learning in the following school year."

She added: "This success is an amazing reminder of why I chose to be an educator. Seeing students make gains, not only in their early literacy skills but also in their self-confidence, is the greatest reward I could ask for."

Teaching writing with intention also made a difference. "We believe that students need support in their writing and explicitly taught skills and strategies to see the connections of reading, writing, and knowledge development," said Principal Conley. Again, staff let the research drive their practice.

"When we introduced explicit and systematic writing instruction to our Junior students, we noticed big changes," she said. Students who struggled with letter formation, understanding punctuation, and getting ideas on the page at the beginning of the year, improved their writing fluency by the end of the year, evident by their letter formation, sentence structure, depth of thought, sequence of ideas, and grammar.

"Our next focus will be on knowledge building and vocabulary instruction," said Principal Conley. Students require background knowledge to understand a text. "We will stay on a theme for a while to help students develop layers of understanding and nuance about a given subject," she said. "We will also use social studies, science and health to know what knowledge to build during read-alouds and shared readings."

She added: "We will teach students how to pronounce difficult words, use student-friendly definitions and tier-two words in context and continue to build from there." ■

Engaging parents/guardians with learning resources for home

As a child's first teacher, parents/guardians play a vital role in the education of their children.

“Parents/guardians are important partners in the learning process,” said Director of Education Bruce Bourget. “When parents/guardians value education, students value education and that has a huge impact on student achievement.”

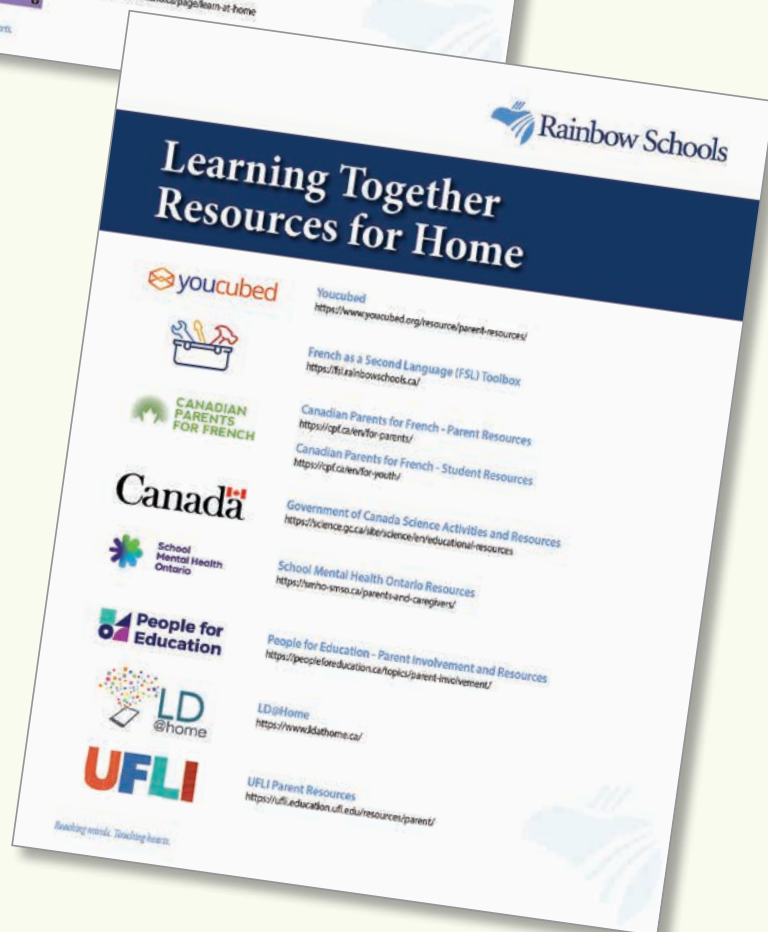
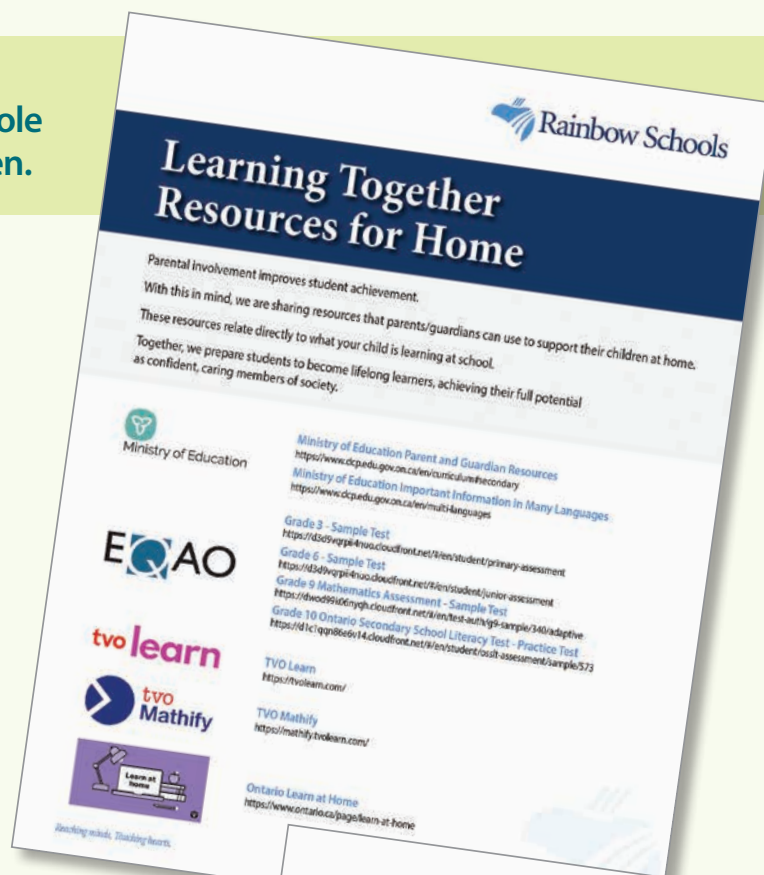
Parents/guardians can support their child's education in many ways, from encouraging daily attendance to setting high expectations for school work to getting involved in the school community.

To support parent engagement, Rainbow District School Board's program team compiled a list of resources parents/guardians can use with their children at home to continue the journey of learning together.

Schools shared the resource with families. It was also posted on the Board website and added to the Guide for Students and Parents/Guardians for the 2024-2025 school year.

“Putting learning tools at their fingertips - with a focus on reading, writing and mathematics - helps parents/guardians support their children,” said Director Bourget.

“We encourage students to practise their reading, writing and math skills at home,” he added. “The more we practise, the better we become at acquiring a skill. Practice leads to proficiency. Proficiency builds confidence. And with confidence, the sky's the limit.” ■



Literacy Lighthouse Initiative continues to lead the way

The Literacy Lighthouse initiative was extended to Junior classrooms during the 2023-2024 school year, building on the previous year's success.



Teachers were able to visit model classrooms in Grades 1 to 3 at Adamsdale Public School and Redwood Acres Public School, and Grades 5 and 6 at Queen Elizabeth Public School and C.R. Judd Public School, with ongoing support from two Literacy Coaches.

The classrooms showcased best practices for teaching reading and

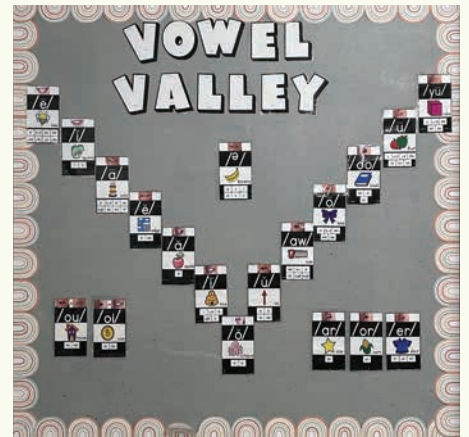
writing. Participants returned to their respective schools to implement the strategies.

Rainbow District School Board launched the Lighthouse Literacy Initiative in September 2022 to showcase best practices in teaching our youngest students to read. Teachers were able to visit model classrooms in Grades 1 to 3 at

Adamsdale Public School, Queen Elizabeth Public School, Redwood Acres Public School and C.R. Judd Public School, with ongoing support from two Literacy Coaches.

Providing a live demonstration of effective literacy instruction, and allowing other teachers to observe and receive professional support to bring these practices back to their own classrooms, improves literacy outcomes for all students.

In the lighthouse classrooms, there is a strong focus on word study and the use of assessments



to drive instruction. Learning takes place during dedicated vocabulary, phonological awareness, phonics and sight word lessons, as well as during other parts of the day. This happens during modelled and shared reading, writing lessons, conferencing or in other curriculum areas.

Strong starts lead to brighter futures

To ensure students are fully prepared for a strong start to their educational journey and to make a seamless transition into Grade 1, the Ministry of Education announced that it is updating the learning in The Kindergarten Program (2016) for implementation in September 2025.

The new mandatory Kindergarten learning will focus on early literacy skills, and the foundations for

math and STEM education to align with learning in the revised Grade 1 language, math and science and technology curriculum.

The updated Kindergarten curriculum will include evidence-based, systematic and explicit instruction of foundational knowledge and skills in early literacy and math.

Math Achievement: It all adds up!

What happens when you give students the answer and let them ask the questions?

A fun way for students to demonstrate number sense.



►► Let's start.

24 is the answer.

What is the question?

Students write questions on a white board in the hall.

What is $12 + 12$?

What is $6 + 6 + 6 + 6$?

What is $80 - 56$?

What is 144 divided by 6?

This open common task is one of many strategies teachers are implementing to engage students in math beyond the classroom.

With multiple entry points to this prompt, all students can demonstrate what they know about a number

and see how others might solve it differently.

Teachers are also being encouraged to up their math game through a monthly menu of professional learning targeting Grades 7 to 9.

Appetizers were offered in the form of Diagnostic Delectables, an overview of the Board's math diagnostic including how to use the data and access resources to close gaps, and MathUP Morsels, a walk through of the platform and live Q&A with the publisher.

Mains featured BTC Bites for Beginners. An Advanced dish was also served up, to dig deeper into Building Thinking Classrooms and learn how to implement more tools of practice.

Desmos Desserts went beyond the graphing calculator, and explored

pre-made Desmos activities. Participants learned how to leverage built-in digital math tools to support student learning, and see how the teacher dashboard can be used as an assessment tool.

Epicurean EQAO explored resources to help students do their best thinking on the Grade 9 math assessment.

"We love math and want our students to love math," said Superintendent Lesley Fisher, Math Lead for the Rainbow District School Board.

Schools develop a Math Action Plan annually, with school-level and classroom-level strategies as well as measurable outcomes. The plans align with the Board's Math Achievement Action Plan.

These plans address three priority areas for math instruction and outline specific strategies at the system, school and classroom levels in order to improve mathematics instruction.

- Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement
- Engaging in ongoing learning to strengthen mathematics content knowledge for teaching
- Knowing the mathematics learner and ensuring mathematics tasks, interventions and supports are relevant and responsive

"Our approach to improved outcomes in mathematics was to set the groundwork for student success by focusing on improving teaching capacity which is really what the first two priorities are about," said Superintendent Fisher. "We wanted to ensure that teachers had the tools, resources and knowledge necessary to teach the curriculum effectively and with confidence."

While the Board continued to strengthen teacher math content knowledge through professional learning opportunities and in class support, diagnostics were designed so that teachers could narrow the focus of their instruction even more. Diagnostic assessments are tools that teachers use to understand a student's learning needs and abilities. They also

help teachers to know when students are ready to move on to new concepts and skills.

"Using a variety of diagnostic tools enables us to learn the most about our students as mathematics learners and determine areas where students require more support," said Superintendent Fisher. "The goal is to close gaps more efficiently."

Using evidence-informed resources and sharing best practices in teaching strategies ensures a consistent and coherent approach to instruction in mathematics in all schools.

Resources include:

- ▶ the K-8 math website, which houses a variety of resources and professional learning modules, and connects educators to central math staff
- ▶ a scope and sequence for math instruction for Grades 1 to 6
- ▶ a spiralling resource for math instruction in Grades 7 and 8
- ▶ a similar spiralling resource for math instruction in Grade 9

These resources align with the Ontario curriculum, support the Board math action plan, respond to provincial priorities in a local context, and connect educators to a variety of materials to support teaching and learning in our classrooms.

"We have also been very intentional in the provision of professional learning for staff to ensure effective implementation of the resources provided," said Superintendent Fisher. "Professional learning has enabled us to support our teachers based on their specific contexts and needs."

Professional learning has focused on:

- ▶ The use of high-yield instructional strategies
- ▶ The collection of data about staff comfort with various instructional strategies
- ▶ Use of the embedded professional learning modules in MathUP
- ▶ Math coach support

"When we support teachers with their own mathematical understanding, we build their capacity, comfort, content-knowledge and confidence," said Superintendent Fisher.

Data from staff surveys enables the Board to examine trends in the use of strategies and work with schools to provide supplemental professional learning opportunities, as required. Support and resources are allocated where they are needed the most.

"As valued members of the math team, our math coaches provide daily, on the ground support for teachers and students," said Superintendent Fisher. "Along with our co-ordinators and consultants, coaches act as a resource for schools to build capacity for math instruction while also directly working with students."

In 2023-2024, Rainbow District School Board had four math coaches supporting 15 schools. These schools were among the priority schools identified by the Ministry of Education using EQAO data from 2021-2022.

Math coaches are a key point of contact between the system and school teams. By providing direct support in schools, students benefit immediately from additional assistance and instruction, while educators and administrators benefit from having access to a math expert who can help with planning, assessment and instruction.

In order to understand what students are learning, and, more importantly, math concepts they have yet to grasp, teachers use effective assessment practices and tools. Data enables educators to identify areas for growth and provide intentional targeted instruction to support students in a timely manner. Instructional practice is responsive to the needs of students.

Given that student data is used to make important decisions on teaching and learning, a number of tools are required to gather data on an ongoing basis. To this end, the system math team worked diligently to create diagnostic assessments that allow teachers to quickly identify where their students are highly successful, and where more teaching and learning is needed.

"One of the biggest requests from teachers in Rainbow Schools, and in school boards across the province, has been for assessments or diagnostics



that are simple to use and provide good starting points for instruction," said Superintendent Fisher.

These assessments have been available for literacy for many years but nothing similar has existed for math - until now."

In February of 2023, a Grade 9 diagnostic was developed to provide educators with baseline data to guide their instruction and inform decisions around what their students needed to be successful. In September of 2023, this was followed by the launch of a similar diagnostic for students in Grades 7 and 8.

By using a similar design, platform and focus, these diagnostics allow teachers supporting students in their transition from elementary to secondary school to have common data to speak to and consider. This continuity has strengthened instructional pathways for students, enhancing achievement and outcomes.

In February 2024, a system team, led by consultants and co-ordinators, developed a diagnostic for students in Grades 3 and 6.

Work on a broad diagnostic for students in all elementary grades to supplement those already in place was also developed. The assessment tools were implemented across the system in the fall of 2024.

Diagnostics allow teachers to take the temperature with respect to students' overall performance in mathematics. The data guides next steps for instruction or intervention and, therefore, becomes an immediate catalyst for instructional decision making and student learning. ■

Rainbow Board continues to make gains on EQAO assessments

Rainbow District School Board recorded the highest result among English-language school boards in Northeastern Ontario in the 2023-2024 Education Quality and Accountability Office (EQAO) assessments in each of the six elementary areas – Primary reading, writing and math as well as Junior reading, writing and math.

►► The Board had the second highest overall result in Grade 9 math and the Ontario Secondary School Literacy Test. EQAO results were presented to Trustees during the regular meeting of the Board held on October 22, 2024.

Rainbow District School Board Director of Education, Bruce Bourget, commended school administrators and staff for the continued gains in literacy and numeracy. He also congratulated students on their achievement. "We have been very purposeful in our work in reading, writing and math and will continue to build on our efforts," said Director Bourget.

He added: "Incremental gains over time have a positive impact on student success. We continue to focus on building strong literacy and numeracy skills in students as they progress through the grades. We are particularly pleased with the steady growth in math. School Math Action Plans, which were introduced two years ago, are focused on high-yield strategies within a prescribed scope and sequence of instruction. We have many check-ins along the way to ensure students are grasping the concepts and building on prior knowledge."

In addition to a Math Lead, Rainbow District School Board has eight math coaches who work with schools. The Board continues to provide students with high fidelity

math instruction, supported by the work of consultants, coaches and co-ordinators in all grade levels. In the 2024-2025 school year, the Board introduced numeracy lighthouse classrooms to demonstrate best practices in teaching and learning math.

The ongoing use of best practices for reading instruction through a variety of initiatives, including the cumulative impact of lighthouse classrooms in previous years, consultant support and professional learning, are proving successful. Students are receiving daily reading instruction, with an explicit focus on phonological awareness, phonics and comprehension strategies.

Rainbow teachers also provide rich writing opportunities for students daily as they develop their proficiency. This year, the Board introduced a writing scope and sequence for Grades 1 to 6 in order to strengthen, streamline and align writing instruction across the Board.

In Grade 9 math, there are now three years of data since the implementation of the de-streamed curriculum. Year over year results showed improvement, with Rainbow District School Board ranking second in the Northeast Region.

The number of first-time eligible Grade 10 students who passed the

Ontario Secondary School Literacy Test (OSSLT) represented the highest level of achievement in the past 20 years. Identifying the learning needs of students through assessments and providing intervention strategies for Grades 7 to 9 has proven to be effective.

EQAO results provide a measure of how well students understand the expectations outlined in The Ontario Curriculum. Student assessment is most effective when data is interpreted in context, examined over time to determine trends in performance, and used to inform professional dialogue and school improvement planning.

Primary and Junior reading, writing and mathematics tests were written in late May and early June 2024. A total of 884 students participated in the Primary assessment while 866 students participated in the Junior assessment. Very few students were exempt from the assessments.

The Grade 9 math assessments were completed in January 2024 (Semester 1) and June 2024 (Semester 2). A total of 970 students participated in the Grade 9 math assessments.

The Ontario Secondary School Literacy Test (OSSLT) was written in the fall of 2023 and spring of 2024. A total of 975 first-time eligible Grade 10 students wrote the OSSLT.

The Ministry of Education has set Level 3 as the provincial standard. Students in Level 4 have demonstrated a very high to outstanding level of achievement (80% to 100%). Achievement is above the provincial standard. Students in Level 3 have demonstrated a high level of achievement (70% to 79%).

EQAO results are available at www.eqao.com.



PRIMARY DIVISION

(Grades 1 to 3)

Reading, Writing and Math

2023-2024 Assessment Results

Percentage at Levels 3 or 4 | Participating students RDSB

| Reading | Writing | Math |
|---------|---------|------|
| 71% | 63% | 56% |

RDSB Results from 2020-2024

Percentage at Levels 3 or 4

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---------|-----------|-----------|-----------|-----------|-----------|
| Reading | N/A | N/A | 72% | 72% | 71% |
| Writing | N/A | N/A | 59% | 62% | 63% |
| Math | N/A | N/A | 54% | 54% | 56% |

Note:
EQAO assessments were paused during the pandemic.

JUNIOR DIVISION

(Grades 4 to 6)

Reading, Writing and Math

2023-2024 Assessment Results

Percentage at Levels 3 or 4 | Participating students RDSB

| Reading | Writing | Math |
|---------|---------|------|
| 84% | 76% | 42% |

RDSB Results from 2020-2024

Percentage at Levels 3 or 4

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---------|-----------|-----------|-----------|-----------|-----------|
| Reading | N/A | N/A | 83% | 84% | 84% |
| Writing | N/A | N/A | 83% | 79% | 76% |
| Math | N/A | N/A | 36% | 41% | 42% |

Note:
EQAO assessments were paused during the pandemic.

GRADE 9 MATHEMATICS

2022-2024 Assessment Results – De-streamed

(Introduced in September 2021)

Percentage at Levels 3 or 4

| 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|-----------|-----------|
| 40% | 44% | 45% |

2020-2024 Assessment Results Ontario Secondary School Literacy Test

(OSSLT)

| 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|-----------|-----------|-----------|-----------|
| N/A | N/A | 79% | 77% | 82% |

Note:
EQAO assessments were paused during the pandemic.

EQAO results are reported on participating students.
Participating students excludes students in the “exempt” and “no data” categories of the assessment.

High yield strategies: The “all star team” for teaching and learning



Good teaching doesn't just happen. It's planned, purposeful and intentional.

“It's important that our teachers clearly articulate the learning goals for each lesson and that students understand the curriculum objectives,” said Director of Education Bruce Bourget. “Staff use the learning goals to develop the related success criteria that might support students in their achievement of the learning goals.”

- ▶ Learning goals
- ▶ Direct instruction
- ▶ Feedback
- ▶ Questioning

- ▶ Deliberate practice
- ▶ Flexible groupings
- ▶ Reteaching
- ▶ Success criteria

These high yield instructional strategies were the focus of system-wide professional learning during the 2023-2024 school year. Teachers were asked to incorporate the strategies into lesson plans.

“High yield instructional strategies, as the name implies, have the greatest impact on teaching and learning,” said Principal of Program

Dan Koziar. “They are the building blocks for student success.”

“High yield instructional strategies apply across the curriculum,” added Melanie Bertrand, Principal of Student Success. “Regardless of the subject matter, good teaching becomes that much better when teachers use these strategies to guide their instruction.”

The strategies are embedded in professional learning. Revisiting the strategies often and with intention leads to improved classroom practice and student outcomes.

Learning goals

Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction. (Growing Success) Students can explain what they are learning/doing and why.

Direct instruction

Direct instruction is a concise, intentional form of instruction. It uses clearly communicated learning goals, introduces models and representations in context, and incorporates questioning and brief activities. (High-Impact Instructional Practices in Mathematics) Students build proficiency with specific skills and content with clear teacher direction.

Feedback

Feedback provides students with a description of their learning. The purpose of providing feedback is to reduce the gap between a student's current level of knowledge and skills and the learning goals. Descriptive feedback helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve. (Growing Success, p. 34) Students receive regular teacher feedback and refine their learning based on it.

Questioning

Questioning is a powerful instructional strategy. Open questions that are related to the big ideas embedded in the curriculum expectations and learning goals excite student curiosity, provoke critical thinking, elicit reflection and help students construct their own meaning for the mathematics they are studying. (Ministry of Education, Capacity Building Series) Students build their understanding through teacher questions that elicit deeper thinking.



Practice

Practice is best when it is deliberate, purposeful, and spaced. During deliberate practice, ongoing feedback is crucial so that students know that they are practising correctly and that they have practised sufficiently. This ensures that practice is as effective as possible. For students, deliberate practice requires focused attention and requires ongoing feedback.

Flexible groupings

Flexible groupings promote collaboration and provide opportunities for students to engage in rich conversations, learn from one another, and move their thinking forward. Flexible collaborative groups work best because students need to be grouped differently for different reasons. Flexible groupings help students get the right support, in the right way, at the right time.

Reteaching

When teachers identify concepts or skills that students have not yet mastered, even after instruction, reteaching is an effective way to support learning. Reteaching involves identifying student needs related to the attainment of learning goals. To broaden and deepen student understanding, the teacher selects material that must be retaught in order for students to move ahead. Students participate in learning to strengthen or correct misconceptions or skill gaps identified through assessment.

Criteria

Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students, are used to determine to what degree a learning goal has been achieved. Criteria describe what success looks like, and allow the teacher and student to gather information about the quality of student learning. (Growing Success, p. 155) Students can identify what they need to do to achieve the learning goal and are able to answer "What is the evidence of my learning?" ■

Have Tools: Will Travel



A trailer toured schools to encourage students in Grades 7 and 8 to think of trades as possible course and career options.

Students had access to drills, drivers, palm sanders, hammers, screwdrivers, pliers, saws and measuring tapes to complete a project.

"Skilled trades are vital to the health and growth of our economy," said Director of Education Bruce Bourget. "The trailer promotes viable career

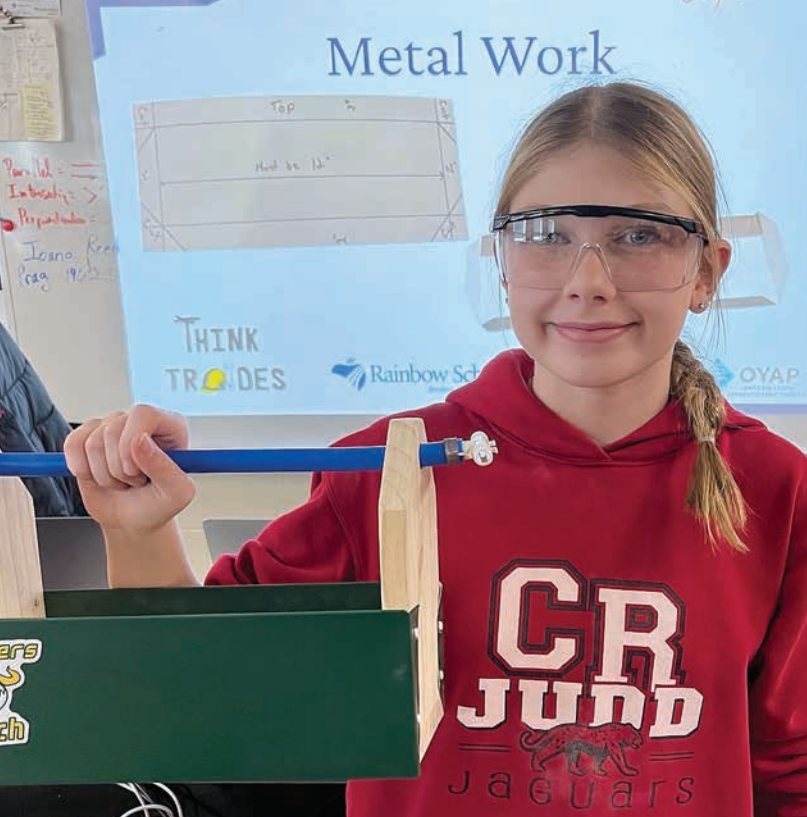
pathways to students and aligns with the Ministry's focus to build capacity for in-demand careers in the trades."

The Think Trades Trailer made its very first stop at C.R. Judd Public School on November 28, 2023.

During the visit, students built a multi-trades toolbox under the mentorship of teachers and students

in Confederation Secondary School's Specialist High Skills Major (SHSM) in Construction.

Grade 7 student JayLynn Kring of C.R. Judd Public School felt comfortable using hand tools and admits she plans to take a trades course in high school. "I really like hands-on activities," she said.



Eric Bacon, Curriculum Co-ordinator with Rainbow District School Board, enjoyed the opportunity to bring the trades to elementary students.

"Students were thrilled to learn new skills and had a really fun time in the process," he said.

C.R. Judd Public School teacher Craig Thomson was equally

as enthusiastic. "My students can't say enough about how much they enjoyed the day," he said. "Parents raved about how happy they were that their children got a chance to learn about the trades."

Through the program, students were exposed to carpentry, manufacturing and plumbing, as well as an introduction to CAD.

CAD stands for computer-aided design and is a way to digitally create 2D drawings and 3D models of real-world products before they are manufactured.

Students also learned about the Ontario Youth Apprenticeship Program, SHSMs in various industries, and safe use of tools. ■

Technology Training Session for Educators

► The Ontario Council of Technology Education (OCTE) and the Canadian Tooling & Machining Association (CTMA) hosted a technology training session for educators in the Manufacturing Technology classroom at Lively District Secondary School in November 2023.

Dave Lewis, OCTE past Chair and Program Manager for the Career-Ready with CTMA: Expanding Opportunities program, and Jody Jakubo, Curriculum Co-ordinator with Rainbow District School Board, led the training for teachers.

Training supported the Career-Ready program funded by the Government of Ontario, which has distributed some \$500,000 in new high-tech machine equipment and tooling to secondary school shops including Lasalle Secondary School, Lively District Secondary School and Manitoulin Secondary School.

"Career-Ready provides much-needed support for our manufacturing technology high school programs and will go a long way in reducing the skilled trades gap in this

important industry," said Dave Lewis. "Teachers use the up-to-date equipment to implement hands-on learning in their classrooms thereby exposing students to newer technology at an earlier age."

During the training, educators became familiar with the new CNC high-tech equipment and gained machining skills, techniques, workflow and language to support classroom learning. Educators also acquired practical experience in basic programming and machine use with emphasis on control, milling, tool offsets and work holding techniques.

"The Career-Ready program gives more students and teachers access to modern equipment to learn skills and gain competencies that are in high demand," said Bruce Bourget, Director of Education for Rainbow District School Board. "We thank the Ontario Council for Technology Education and the Canadian Tooling & Machining Association for their ongoing support." ■

Project SEARCH Founder praises local program

Project SEARCH expands to Pioneer Manor in 2024-2025

►► The founder of Project SEARCH was back in Sudbury on March 19, 2024 to meet the second group of students from Rainbow Schools who were completing internships at Health Sciences North.

hospital are totally engaged and excited. The skills trainers are some of the best I've seen anywhere. The school district is fabulous. So, I am not surprised it's doing well. I think this is probably one of our best in Canada

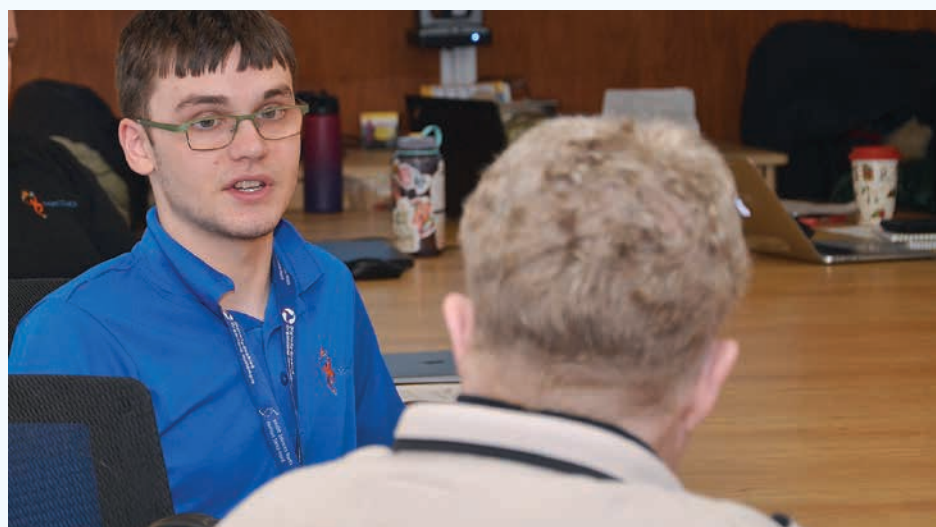


through classroom instruction and hands-on training. As part of the program, they complete three internships in various departments at Health Sciences North.

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.

Erin Riehle said the interns working at Health Sciences North love the adult experience. "Having that adult experience can be a real difference maker," she said.

When the program was launched in Sudbury, Erin Riehle emphasized its importance. "For most of us, our job is the core building block of a fruitful life," she said. "Employment leads to friendships, money, improved health, and greater independence. Project SEARCH helps prepare students transitioning to adulthood gain employment and all of the benefits that come along with it." ■



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, including Project SEARCH HSN and, new in 2024-2025, Project SEARCH Pioneer Manor.

"I knew when I was here last time that you had a great team," said Erin Riehle, Director of Project SEARCH Cincinnati. "The folks at the

right now, so I am excited to be back and let you know that I think you are doing a great job."

The local program has been in place since 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.

Project SEARCH HSN is a transition-to-work program. Students in their final year of high school develop skills required for entry-level employment

Project SEARCH HSN interns honoured in year-end celebration

►► Participants of the Project SEARCH HSN employment preparation and career training program were honoured with Certificates of Completion at Health Sciences North on June 26, 2024. Many students in Project SEARCH HSN secured employment following their training. ■



R.L. Beattie students create simple machines with IB students from Lo-Ellen Park



A simple machine, which is a concept taught in the Grade 4 science curriculum, is a mechanical device that changes the direction or magnitude of a force.



For Jennifer Peloso, a Grade 12 IB teacher from Lo-Ellen Park Secondary School, it's also a way for students to give back.

"The guiding principles of an IB education includes a community mindedness component, and encourages students to be caring communicators," she said.

"To reinforce this, I thought it would be good for my students to support an elementary class on a curriculum-based project."

"I was very enthusiastic about the opportunity," says Roan Rilkoff, a Grade 12 student from Lo-Ellen Park. "The project would allow us to explore what it means to be an IB student by paying it forward with our learning."

For the project, elementary students were randomly paired with a secondary student to design and build a system of at least three simple machines that could skillfully load Santa's sleigh with presents.

During the first meeting, which took place in December, the newly formed pairs found a cozy spot in the elementary classroom or library to brainstorm their build.

Students began by discussing the various types of simple machines, including what they are, what they do, and how they could help them develop a plan of action.

"We had a neat idea for a drawing," said Piper Dutrisac, a Grade 4 student from R.L. Beattie Public School and partner to Roan Rilkoff. "I thought that if we brought the presents really high, they would just go right down into the sleigh."



"The first visit was absolutely adorable," said teacher Jennifer Peloso. "Both groups were just as engaged in planning and neither wanted the session to end."

"Looking around the room, I could see many smiles and conversations happening," said teacher Jodie Dubeau. "My students really loved using the science terminology they learned from their partners. Everyone had a great time."

Like others, partners Piper Dutrisac and Roan Rilkoff hit a roadblock in the early stages of development.

"We wanted to pull a present up on a ramp but we had to be sure that the present would stay on the ramp for the entire duration of its journey," said Roan Rilkoff. "Piper came up with the brilliant solution of adding rails, so that's what we implemented in our design."

"When our first idea didn't work, I never lost hope because we had to fix some things," said Piper. "I learned a lot along the way."

Through twists and turns, and trial and error, students were able to successfully use their simple machines to load presents into Santa's sleigh. With such a triumphant collaboration, both groups decided to take on another project in the spring.

"This project was a perfect example of how student partnerships lead to positive outcomes," said teacher Jennifer Peloso. ■

Rainbow Board one of five nation-wide to achieve 100 per cent certification in EcoSchools Canada

As the school year drew to a close, EcoSchools Canada officially confirmed that all Rainbow Schools were certified.



purpose and with passion to make a difference."

He added: "This is the second year in which schools have achieved 100 per cent certification. 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."

▶▶ Rainbow District School Board was one of only five school boards in Canada to have achieved this distinction in the 2023-2024 school year.

"On behalf of EcoSchools Canada, I would like to congratulate the students, school staff and community members who contributed to Rainbow District School Board's outstanding certification results this year," said Ryan Dymont, Co-Executive Director of EcoSchools Canada. "By certifying 100% of their schools, Rainbow District School Board has established a culture of conservation and respect for the environment across their school network and can take pride in being a sustainability leader in both Canada and worldwide."

In 2023-2024, Rainbow Schools earned

- ▶ 24 Platinum,
- ▶ 11 Gold,
- ▶ 2 Silver,
- ▶ 2 Bronze and
- ▶ 1 Virtual school certification.

Rainbow District School Board more than doubled the number of schools that reached the highest level of certification – Platinum – over the past two years.

"This is a tremendous accomplishment," said Chair David Farrow who commended all schools on behalf of Trustees. "When this Board made a commitment to address climate change, schools embraced the challenge, and students and staff worked with





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.

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/guardian 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, which include an Indigenous component, have proven to be an effective way to broaden the scope of education and environmental action. Through an Anishinaabe perspective, students 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.

Examples of Environmental Challenges for the 2023-2024 school year include:

- World Environmental Health Day,
- World Food Day,
- World Paper Free Day,
- Youth Climate Action Day,
- Reduce Harmful Single-Use Plastics,
- Energy Challenge Month,
- National Sweater Day,
- Canada Water Week,
- Earth Week,
- Compost Awareness Week and
- Canadian Environment Week. ■



Rainbow District School Board hosts first ever EcoSummit

Rainbow District School Board hosted its first ever EcoSummit on May 8, 2024 in the Laurentian University Fraser Auditorium.

►► The initiative was part of the Environmental Education Committee's ongoing efforts to nurture citizens who care about the world in which they live.

Eco-leaders from Grades 7 to 12 in Rainbow Schools attended the green symposium to learn about environmental responsibility and how they can lead green initiatives in their respective school communities. The EcoSummit empowered students with knowledge and practices to care for the planet.

During the summit, students heard about the science of climate

change from a keynote speaker from Learning for a Sustainable Future, a Canadian charity whose mission is to promote, through education, the knowledge, skills, values, perspectives, and practices essential to a sustainable future.

Students participated in three eco workshops focused on varied topics:

- 'M'Shkikeh E-waawyeh Ichigan Kinooaadwinan' Medicine Wheel/ Sacred Circle of Life Teachings,
- Electric Vehicles,
- Sudbury Species at Risk,
- Walking in Nature,

- Junction Creek,
- Sudbury Shared Harvest,
- Meditating through Art in the Outdoors,
- A Letter to Mother Earth,
- Become a Waste Reduction and Management Pro,
- Climate Change and Health Effects,
- Impacts of the Western Diet on the Environment,
- Environmental Student Leadership,
- Critical Minerals on the Canadian Shield, and
- Sustainable Agriculture.

In an effort to further reduce our carbon footprint, transportation to and from the EcoSummit for schools within Greater Sudbury was offered free of charge by the City of Greater Sudbury's GOVA public transit. ■

“I attended a workshop on Electric Vehicles and learned how EVs can help us reduce our carbon footprint and slow down climate change. It was great to see all the schools from our Board and that so many students are doing what we do to help the Earth through EcoSchools.”

– Jolie Labranche, Grade 8, Central Manitoulin Public School

“During the keynote speaker, I was able to present how my school composts lunch, breakfast, garden and yard waste to inspire other students and schools. Having all the schools together is impactful because we can learn how to help the climate change and take actions in our own communities and schools. My goal is to make bat houses at home and in my school to help provide a safe habitat for little brown bats.”

– Angele Rhiness, Grade 7, Central Manitoulin Public School



“This event taught us the harshness of climate change, but inspired hope and goodness in young people. At the conference, some students presented how their schools are contributing positively to the environment.”

– Jordan Goddard, Grade 11, Manitoulin Secondary School

“We were able to attend different workshops and do various activities such as Hiking in Nature, Getting your Passport for Laurentian University and Sustainable Agriculture.”

– Alyx Labranche, Grade 7, Central Manitoulin Public School

“One of the highlights was sharing a bus to the EcoSummit with all the schools from Gore Bay to Whitefish. Having the opportunity to talk with students and staff from various schools about what environmental initiatives they are undertaking was wonderful professional learning. Mentoring each other and seeking new information gives us inspiration to take more positive action in our schools to address climate change.”

– Cori Davy, Teacher, Central Manitoulin Public School

“One of the most impactful moments of the conference for me was when a guest speaker from NOSM presented an image showing the difference between “Ego”, a pyramid of nature with humans at the top being the most important, and “Eco” where humans are members in a circle of belonging. We need to be in the mindset of being a part of the whole ecosystem and not thinking that the Earth is ours to do as we please.”

– Chris Theijsmeijer, Teacher, Manitoulin Secondary School

Collaboration cultivates Horticulture Room at Lively District Secondary School

Students learn how to grow their own food, propagate plants and properly maintain plants and gardens.



► Cultivated through a collaboration between Rainbow District School Board, Cambrian College and Sudbury Shared Harvest, the Horticulture Room accommodates students in the Grade 11 and 12 Green Industries: Horticulture Management and Science course which focuses on the fundamentals of horticulture and landscape design.

Beautiful resin and cedar propagation tables were designed and built by students working with Cambrian R&D, the applied research division of Cambrian College. Cambrian R&D also secured \$75,000

from the Natural Sciences and Engineering Research Council of Canada (NSERC) College and Community Social Innovation Fund for various supplies, including vertical hydroponic systems, which use a water-based nutrient solution to grow plants.

"This project has been a great opportunity for Cambrian College students to hone their skills by taking what they learn and applying it to real world situations," said Mike Commito, Director of Cambrian R&D. "It's been a great experience for our students to design and fabricate a number

of unique elements for this new classroom. The project demonstrates how social innovation and applied research can help affect positive change at the community level."

Rainbow District School Board funded the installation of new flooring as well as improved electrical and plumbing to retrofit a classroom into a modern green space for teaching and learning. Many improvements were inspired by students in the school's Specialist High Skills Major in Environment, who took part in an Innovation, Creativity, Entrepreneurship (ICE) Challenge to select finishes for the space under the guidance of school and Board staff. Sudbury Shared Harvest, a local not-for-profit that helps people learn to grow their own food, provided additional support through a Peavey Mart Community Agricultural Grant.

"We are incredibly grateful to our partners for working with us to bring this vision to life," said Susan Kett, Principal of Lively District Secondary School. "Students will develop a greater appreciation for healthy foods, learn the importance of sustainable practices, and gain valuable life skills. Our students will reap the benefits of this new learning space for years to come." ■





Open mind. Open heart. What can I do differently? (Let's go; it's time.)



How are First Nations, Inuit and/or Métis cultures reflected in the explicit and implicit curriculum of our schools, the learner resources, and the physical environments?

Why is it important?

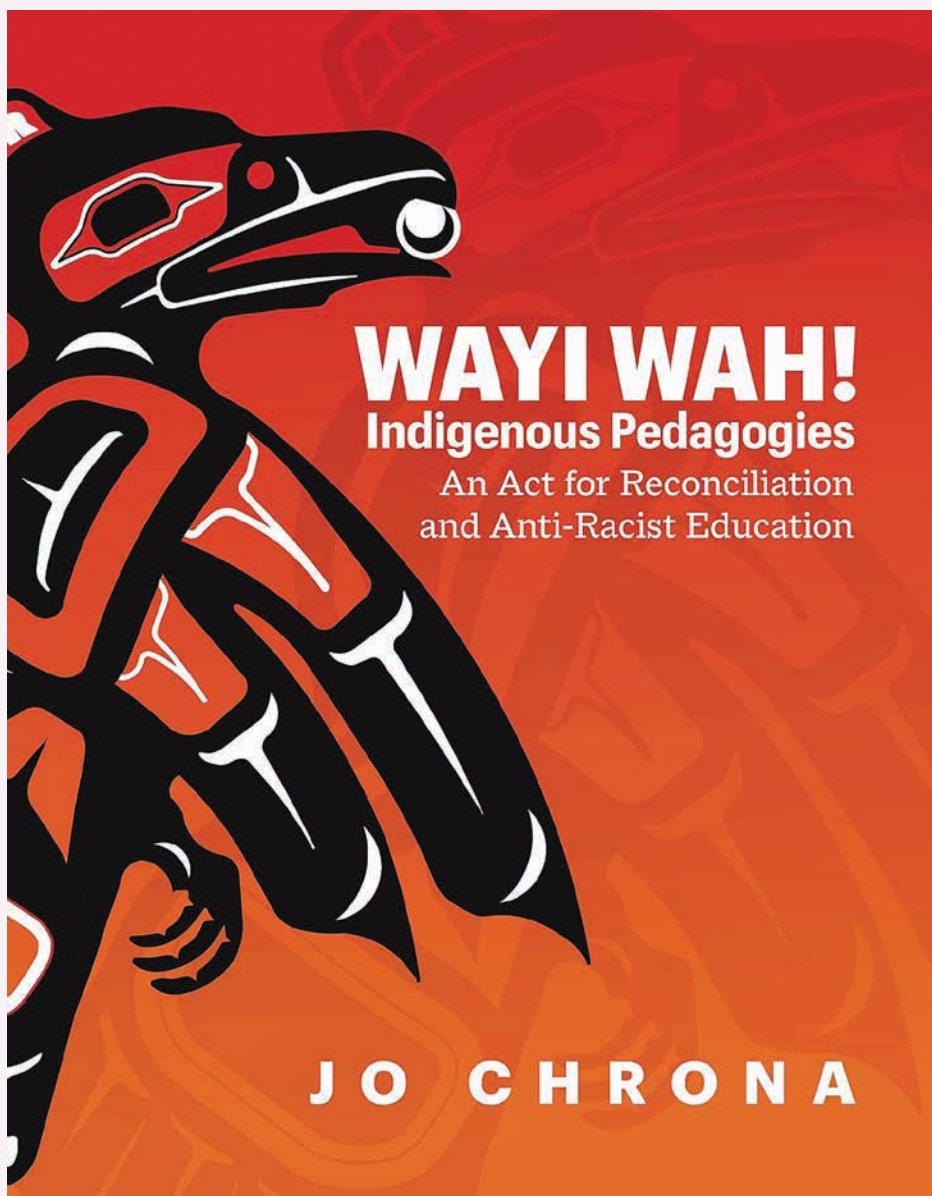
Why is it essential for all students and educators to learn about and from First Nations, Inuit and Métis communities, cultures and histories?

In "Wayi Wah! Indigenous Pedagogies", author Jo Chrona asks reflective questions as she guides readers on a journey of reconciliation through education.

"With over two decades in Indigenous education, author Jo Chrona encourages readers to acknowledge and challenge assumptions, reflect on their own experiences, and envision a more equitable education system for all. Each chapter includes:

- reflection questions to help process the ideas in each chapter
- suggestions for taking action in both personal and professional spheres of influence

- recommended resources to read, watch, or listen to for further learning
- personal reflections and anecdotes from the author on her own learning journey
- voices of non-Indigenous educators who share their learning and model how to move into, and sit, in places of unknowing and discomfort, so we can examine our own biases and engage in this work in a good way."



Jo Chrona engaged in conversation with Principal Nicole Nicolas-Bayer during system-wide professional learning on Indigenous Education held in the spring of 2024. It was part of Rainbow District School Board's ongoing work in Truth and Reconciliation.

Schools received a copy of Jo Chrona's book to deepen their understanding of Indigenous learners and, just as importantly, practices educators can implement to further engage students. Jo Chrona emphasized the importance of relationship building and creating connections.

"We need to explicitly value who people are and where they come from and ensure the education system is responsive and relevant," said Director of Education Bruce Bourget.

He added: "Jo Chrona inspired us to celebrate and respond to the diversity of learners, have expectations that every learner can be successful, provide necessary supports for learners to achieve, grounded in relationships, support learners in understanding their own gifts, encourage students to use their strengths to grow in other areas, and stimulate a passion for learning so students carry it with them throughout their life."

Jo Chrona talked about her work in British Columbia and a vision of an education system where every learner has dignity, purpose and options.

"We can't overestimate the impact of relationships. It's fundamental to this work," said Jo Chrona. "Learners

bring the whole of who they are to the learning environment. We all exist within a cultural context."

It's important that we learn from the past and reflect on the future so we do not have future generations coming through the education system with gaps.

She added: "We can't move forward unless we understand the truth of how this country came to be. This is not the distant past."

She urged educators to continue to engage in intentional learning and acknowledge our individual and collective responsibility to affect change.

Kevin Lamoureux, who has made many presentations to staff, talked about intergenerational trauma and reminded us that "what we don't transform, we will transmit." It was an urgent call to action as trauma gains momentum from generation to generation.

He invited us to reflect on how we see more young people reaching their potential and being the people they were meant to be. We want all students to enter our schools and breathe a sigh of relief because they know they are in a safe space.

He said we have an opportunity to reimagine schools as places of healing. "To nurture more, we need to get good at talking about trauma," he said. "We need to look past the trauma and see the possibility. We need to look past the struggle and see the potential."

Rainbow District School Board Vice-Chair, Linda Debassige, opened the day and closed the day reminding us that reconciliation - or reconciliacion - is a journey, not a destination.

She expressed her deep gratitude to staff for all that they do to connect with learners through academics, athletics and opportunities that build self-confidence.

We recognize that truth and reconciliation is a collective responsibility. This work rests with all of us and the PA Day was a call for each and every one of us in our respective roles with the Board to ask: "What can I do differently?" ■

Rainbow Schools mark the third National Day for Truth and Reconciliation

All Rainbow Schools observed the National Day for Truth and Reconciliation on September 28, 2023.



►► This highlighted the significance of the day and encouraged students and staff to engage in learning opportunities in the community on Saturday, September 30, 2023.

Students and staff observed a moment of silence to honour the Survivors of residential schools, their families, and communities, and remember the children who never came home. Schools played an honour/drum song prepared by Liz Osawamick of Wikwemikoong, a professor of Indigenous Studies at Trent University.

Flags flew at half-mast at all Rainbow Schools and the Centre for Education.

"Staff and students wore orange as we continued to learn about residential schools and their impact on generations of Indigenous peoples," said Rainbow District School Board Director of Education Bruce Bourget. "Schools ensured Indigenous students, staff and families feel supported as we stand in solidarity with them during this time of retrospection and reflection."

The National Day for Truth and Reconciliation reaffirmed

the significance of the "Truth and Reconciliation: A Commitment to Action" plan adopted by Rainbow District School Board. The plan is dedicated to the former students of Canada's residential school experience, the Survivors, and the many men and women, the Elders, including those who have passed into the Spirit World, whose traditional territory we now call home.

Rainbow District School Board hosted a sunrise ceremony at the Centre for Education on September 28, 2023 at 6:45 am. The Sunrise Ceremony was conducted by Anishinaabe Traditional Advisor, Mr. Gerard Sagassige, who is a member of the Curve Lake First Nation.

As the fire crackled in the crisp morning air, Mr. Segassige said: "As we sit in a circle, we are all equal and we all have power. Power is the empowerment to bring change from the grassroots."

Mr. Segassige said one person can affect change and have a lasting impact, such as Phyllis Webstad and the orange shirt or Terry Fox and the fight against cancer.

He said all too often we "go with the flow" because we don't want to rock the boat. But "one thought and one belief and one hope" is all it takes to move beyond the present.

Nokomis Martina Osawamick from Wikwemikoong Unceded Territory was taken from her First Nations community at the age of five. She returned home at 13.

She said Phyllis Webstad carried the pain of residential schools with her for decades and, finally, she brought it out and talked about the orange shirt taken away from her, never to be seen again, when she entered residential school.

Elder Martina Osawamick never received the parcels destined for her,

gifts of chocolate and mittens from her mom. "It's a painful dark history of Canada and the United States," she said.

She said it's important to work on learning about the original peoples of North America to understand the history as well as the contributions of First Nations to Canada.

Community gatherings, such as the Sunrise Ceremony, and activities in schools are part of the process of healing.

As the sun rose above 408 Wembley Drive, schools prepared to mark the solemn occasion. Staff and students wore orange as they recognized the National Day for Truth and Reconciliation.

Kindergarten students at A.B. Ellis Public School were introduced to truth and reconciliation through a knowledge building circle led by System Indigenous Support Hazel Fox-Recollet.

Through various art, literacy and historical lessons, students at Algonquin Road Public School learned about individual, family and community impacts of the residential school system locally and nationally.

Central Manitoulin Public School welcomed Ontario Regional Chief Glen Hare to the school for a special ceremony to recognize and bless the grounds of the Wellness Orchard. Students come together in the Wellness Orchard to learn about



and reflect on both the legacy of residential schools and reconciliation.

Primary classes at C.R. Judd Public School read "You Hold Me Up" by Monique Gray Smith, which describes how supporting and caring for one another can help us move forward in the spirit of truth and reconciliation. Students talked about the meaning of a promise, being safe at school, being kind, and making friends.

Students from Charles C. McLean Public School read "The Orange Shirt Story" by Phyllis Webstad and watched a video about Phyllis' experience. Students designed orange shirts, learned First Nations games, sang a N'we Jinan song

with discussions about its meaning and how it made them feel, read Indigenous literature, talked about and created Wampum Belts, and practised greetings and responses in Anishinaabemowin. Students also participated in lessons through the University of Manitoba's National Centre for Truth and Reconciliation.

From Sudbury, to Espanola to Manitoulin Island, all staff and students joined together to mark the third National Day for Truth and Reconciliation. They saluted the Survivors and acknowledged the children who never made it home. ■



November 5 to 11, 2023: Treaties Recognition Week

► Staff and students in Rainbow Schools continued to learn about treaties and the importance of the treaty relationship during Treaties Recognition Week from November 5 to 11, 2023.

"During Treaties Recognition Week, students deepened their knowledge and built understanding as we align our commitment with our actions," said Bruce Bourget, Director of Education for Rainbow District School Board. "We support the ongoing learning about the importance of treaties and the treaty relationship."

The Province of Ontario passed legislation in 2016 that recognizes the importance of treaties, brings awareness to treaty relationships between Indigenous and non-Indigenous peoples in Ontario, and bridges understanding between treaty partners.

Treaties Recognition Week was implemented in response to the 94 Calls to Action identified in the Final Report of the Truth and Reconciliation Commission. Resources were provided to schools to support classroom teaching and learning. ■

Indigenous Support Workers and Graduation Coaches build bridges to success

Indigenous Support Workers build positive, trusting relationships between Indigenous learners, the school and the home to foster student success.



“There is a momentum of change happening,” said Principal of Indigenous Education Nicole Nicolas-Bayer. “We are learning to respond to Indigenous voices in a good way.”

“We need to change to better meet the needs of Indigenous students,” she said. “We want all students to achieve their full potential and leave with dignity, purpose and options.”

Indigenous Support Workers support and advocate for Indigenous students as they are a key part of the Student Success Team. They build meaningful relationships with the students, families and communities, foster regular attendance, support academic success and well-being, track student progress, encourage credit accumulation, and build trust between home and school.

“Indigenous Support Workers create a safe space for students,” said Principal Nicolas-Bayer. “They play a pivotal role in engaging and supporting the relationship between the student, family, community and the teacher and school. Indigenous Support Workers are from these families and communities,” she said.

During the 2023-2024 school year, Indigenous Support Workers participated in professional learning with a specific focus on their roles and responsibilities in transition planning and implementation. The goal was to prepare intentional transition activities for incoming and current students.

Grade 7 and 8 teachers came together to participate in focused learning to support their work in preparing the intermediate students for Grade 9.

“The relationship between the student and Indigenous Support Worker is developed and shaped before the student arrives at the new school,” said Principal Nicolas-Bayer. “Through partnerships, collaboration, and effective planning, the Indigenous Support Worker will engage with the First Nation community school staff, students, and families long before the Indigenous student attends the first day of school.”

The Indigenous Support Workers plan and implement three transition activities for Indigenous students that are going to a new school, including a particular focus on First Nations community schools: Building the Community, Extra Curricular Activities and Course Review, and School and Community Supports.

The Indigenous Support Worker builds a positive and supportive relationship and promotes positive relations between school and home. The Indigenous Support Worker connects with First Nations community schools to identify strategies and best practices to support the Indigenous student.

Students connect with Indigenous Support Workers in a dedicated,

culturally responsive space that is unique to the context of the area within which it is situated. The space is welcoming, inclusive and safe.

“The Indigenous Support Worker helps to build and maintain relationships with students through a variety of activities including, cooking and connecting with hot lunches, cultural learning opportunities, and coordinating with external support, as required,” said Principal Nicolas-Bayer.

The Grad Coach is also a key member of the Student Success Team and is the strongest advocate for First Nations and Indigenous students in the school.

The Grad Coach collects, analyzes data and works to identify systemic and other barriers related to engagement, well-being and learning.

The Grad Coach uses data to identify students within a cohort that may be the most at risk of not graduating and works with the Student Success Team to map out a plan to remove barriers.

For example, the Grad Coach would work with the Student Success Team to build the student timetable and would engage in ongoing data collection to track progress and ensure that existing supports are effective. The Grad Coach builds networks of support for Indigenous students by connecting with key staff in the school. ■



Memorandum of Understanding signed for N'Swakamok Alternative School



On December 19, 2023, Rainbow District School Board and N'Swakamok Native Friendship Centre officials signed a Memorandum of Understanding for the N'Swakamok Alternative School.



▶▶ The purpose of the document is to strengthen educational opportunities for Indigenous students within our city, ensure students have equitable access to all available pathways in completing their secondary

school diploma, connect students with post-secondary education, apprenticeships and/or the workplace, and provide support services for Indigenous students to ensure success for all. ■



Cambrian College artists create mural at Northeastern Elementary School

Cambrian College gave new meaning to paint by numbers in a mural that found pride of place in the entrance at Northeastern Elementary School.

Spanning 11 panels and 228 square feet, the impressive piece of art took eight students and two faculty from the Design and Visual Arts and Art and Design Fundamentals programs 213 hours to paint.

Unveiled on May 6, 2024 to mark the beginning of Education Week, the mural is a reflection of the students themselves as they progress through the years. Silhouettes of 10 children, who were photographed for the project,



represent all grade levels, from Junior Kindergarten to Grade 8.

Within the silhouettes are words to define the values at Northeastern Elementary School – acceptance, co-operation, diversity, equity, friendship, inclusion, kindness, leadership, respect

and unity – values that unite and connect the students, staff and school community.

The mural also features dragonflies, symbols of growth and courage. The colours in the mural, vibrant shades of yellow, blue, orange and red, are friendly and



welcoming, instilling a sense of energy and excitement from the moment students, staff and visitors enter the school.

“Northeastern Elementary School hosts many activities in school, within our Board and within the broader community. These upgrades,

made possible with community involvement, bring positive energy to our school, creating a warm and welcoming environment for all to enjoy,” said Northeastern Elementary School Principal Jodie Pakkala. “We extend our deepest thanks to the Cambrian College Visual Arts Department, Johanna Westby and the entire team for being part of our school’s transformation.”

She added: “Response to the mural has been amazing. The intricate brush strokes are as beautiful as the symbolism that inspired them. The modern elements showcase our students, our values and our school. It also builds a bridge to our community partners.” ■

Everyone counts. CENSUS 2022



■ Data from the Student Census and Workforce Census administered in the 2022-2023 school year was presented to Trustees during the Strategic Planning Committee meeting on April 30, 2024.

The responses provided a snapshot of student and staff demographics during the survey period.

“Understanding the demographics of our student population enables us to know the students that we serve,” said Superintendent Maureen McNamara. “When we know our students, we are better able to respond to their needs.”

As mandated by the Ministry of Education, all school boards in Ontario were required to administer a Census.

Rainbow District School Board’s Census followed months of consultations with multiple stakeholders on the questions and the process.

Information was shared with families leading up to the Census, including in the Guide for Students and Parents/Guardians and on the Board website.

The website included a fact sheet, the questions for the elementary and secondary surveys, a video as well as detailed questions and answers related to the Census.

Rainbow District School Board invited parents/guardians of students in Kindergarten to Grade 8 to complete the Identity-Based Census online at home.

Grades 9 to 12 students completed the Census online in class.

Paper copies of the Census were provided, on request.

The Board also held Census Cafés in schools and invited families to attend if they needed support with language and technology.

The Student Census consisted of 10 questions aligned with Ontario’s Anti-Racism Data Standards.

Identity-based data included race, ethnicity, religion, gender, sexual orientation, ability and socioeconomic status.

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.

Respondents could access definitions for terms throughout the survey by hovering over words.

Google Translate was also available to help newcomer families navigate the survey questions as well as the options for responses. ■

MacLeod Public School honours diversity with Lunar New Year celebration



Diversity is alive at MacLeod Public School where staff and students celebrated the Lunar New Year in February 2024. Also known as the Spring Festival, Lunar New Year honours the arrival of spring and the beginning of a new year within the lunisolar calendar.

▶▶ Lunar New Year is typically recognized over a series of days in East Asian countries including China, North and South Korea, Malaysia, Indonesia, Singapore, Brunei, Vietnam and the Philippines. Festival themes are based on the animals in the Chinese zodiac. This year marks the year of the dragon.

The concept for the school-based observance emerged when English Language Learning teacher Melanie Amadio sought ways to foster a deeper sense of belonging and inclusion for the school's many newcomers.

"Moving across the world comes with a great deal of culture change for children," she said. "With a large number of our students celebrating the Lunar New Year, it felt fitting to observe the holiday in school with a parade, the most common celebrations for this particular festival."

To prepare, individual classes were given large sheets of green paper to decorate. The sheets were linked together to form the body of the dragon. Students in Grades 6 to 8 gathered during breaks and weekly Diversity Club meetings to craft a dragon head to attach to the body. Student volunteers in Grades 1 to 8 also made lanterns.

For the parade, students who traditionally celebrate the Lunar New Year walked the halls – with music, drums and streamers – to showcase the completed dragon. Staff and students lined the halls to see their art in action.

Following the parade, students gathered in the school's main foyer for customary treats including cupcakes, chocolate gold coins and fortune cookies.

"The excitement was palpable," said teacher Melanie Amadio.

"Students were so very proud to lead a parade reflective of their heritage."

She added: "We received so much positivity and gratitude from staff, students, parents and guardians. It was truly an unforgettable day."

"Members of our staff are always exploring innovative ways to honour the customs and cultures of our incredibly diverse student population," said Kerri Monaghan, Principal of MacLeod Public School. "Events that celebrate our newcomer students and families create a strong sense of belonging and provide engaging learning opportunities for all."

She added: "I extend a special thanks to Melanie Amadio for leading this important cultural experience for the entire school community. We certainly made memories at MacLeod." ■

Embrace Diversity: Free to Be Me

DD Rainbow District School Board hosted a symposium aimed at creating and enhancing school-based support for students who are two-spirited, lesbian, gay, bisexual, transgender, questioning and intersex (2SLGBTQI+) as well as students with friends and family members in these communities. Since its inception in 2009, the event has expanded to include poverty, race, culture and disabilities.

A half-day symposium for students in Grades 7 and 8 took place on March 28, 2024 at Lockerby Composite School. Students

participated in various workshops, including “Wellness” with Registered Social Workers Michelle Wolfe Miscio and Crystal Chopp; “Internet and Social Media Safety” with Youth Safety Co-ordinator Lyndsie Marion and School Resource Officer Constable Tom Desloges of the Greater Sudbury Police Service; “Challenge Yourself with Boomwhackers” with Public Health Sudbury & Districts; “Inclusivity” with Teacher Sabrina Briscoe; and “Gay Straight Alliances in High School” with the Sudbury Secondary School GSA.

Students also heard from guest speaker Aspen Groom, a local 2SLGBTQI+ sexual health educator and advocate. Aspen was thrilled to share their story and foster hope towards a brighter future for all.

A similar conference for Grades 9 to 12 was held on April 18, 2024 at Lockerby Composite School.

Students enjoyed workshops on many important topics, including “All About Anxiety” with Registered Social Workers Sarah Clarke and Eugenia Eshkawkogan; “POOR: Perseverance, Overcoming Obstacles and Resilience” with motivational speaker Josh Rheaume; “Bullying and Safety in Schools” with School Resource Officer Constable Kathryn Howard of the Greater Sudbury Police Service; “Safe Spaces” with Sara Runions of Réseau ACCESS Network; “Inclusivity” with Teacher Sabrina Briscoe; and “Challenge Yourself with Boomwhackers” with Public Health Sudbury & Districts.

School leaders, Student Council members, and Gay Straight Alliances from Rainbow secondary schools participated in the annual symposium. ■

Sudbury Secondary celebrates diversity with first ever Multicultural Fair



DD Sudbury Secondary School kicked off the school year with its first ever Multicultural Fair on September 26, 2023. The entire school community gathered in the schoolyard to take part in varied activities including karaoke, face painting, henna art, soccer

and basketball games, musical performances and dances.

Students enjoyed a puzzle station generously supported by Future North and the school's BIPOC Committee, and a fashion show featuring garments from different cultures as well as school spirit wear.

SSS
Multicultural
Fair



Bulletin boards were decorated with flags representing the diverse nationalities of the school population. For lunch, pizza, tacos and an authentic rice dish were available for purchase. Students could also sample a variety of fruits and vegetables.

“The Sudbury Secondary School Multicultural Fair is one of the many ways we are creating a learning environment where students feel accepted and respected,” said Principal Heather Downey. “We worked with our local Newcomers Association to plan a memorable event for all and thank them for sharing their expertise.”

She added: “It was a day to celebrate individuality and diversity.” ■

Rainbow District School Board opens Welcome Centre for newcomers



The Welcome Centre is located at the Davidson Street Entrance of Sudbury Secondary School near the Adult Day School.

» All newcomers looking to register their children in Rainbow Schools can make an appointment to receive support with the registration process at the Welcome Centre. The Welcome Centre is open from Monday to Friday. Appointments can be booked online here: bit.ly/rdsbwelcomecentrappt

“As more and more newcomers make Greater Sudbury their home, we want them to feel safe, valued and supported,” said Bruce Bourget, Director of Education for Rainbow District School Board. “The Welcome Centre will provide a convenient space for newcomers to meet a friendly

face to ensure they experience a successful transition.”

The family’s journey to Canada, student academic history, and proficiency in English are reviewed as part of the registration process.

Rainbow District School Board is proud to partner with Sudbury YMCA to support families who are new to Greater Sudbury.

Part of the partnership includes access to the YMCA’s Settlement Workers in School (SWIS) program. Settlement Workers provide services to newcomer families to help them integrate into their new community and school.

These services include hosting information sessions or attending school meetings to help newcomers navigate the education system, supporting school registrations by assisting with student educational requirements and education terminology, attending parent-teacher interviews, and introducing newcomers to support systems within the school and the community. The goal of the Welcome Centre is to get students in school as soon as possible. ■

Get out the bats and put up the wickets: It’s time for cricket.

One of the world’s oldest and most popular sports was introduced in Rainbow Schools with support from the Ministry of Education’s Programs and Partnership Development Program.

» During the 2022-2023 school year, Rainbow District School Board received \$10,000 to purchase cricket equipment and train staff. Another \$20,500 was provided in 2023-2024 to bring the game to more schools and more students.

Cricket is a striking/fielding game that is prominent in a large number of countries. It’s similar to baseball in format, with one batting team and one fielding team. The objective is to outscore the other team.

“Cricket is a big passion of mine,” said Matt Cootes, Physical Literacy and Physical Education Co-ordinator (K-12) for Rainbow District School Board. As a teacher, Matt Cootes has organized cricket on a limited basis. “With this funding, we are now able to fully embed the sport in the curriculum, which is really exciting,” he said.

“While cricket is very new to a great number of staff and schools, we have an ever-growing student population



with experience in the game,” said Matt Cootes. “Many of our newcomers are familiar with cricket because it is an important part of their culture.” He added: “They welcome the opportunity to share their love of the sport with their classmates in Canada. We welcome the opportunity to offer more culturally relevant in-class and intramural activities to our diverse student body.”

Through cricket, Rainbow District School Board is promoting healthy, active living, while fostering

equity and inclusive education. “Cricket challenges students’ understanding and competencies in movement skills, striking skills (batting) and sending skills (bowling),” said Matt Cootes. While cricket was introduced in Grades 4 to 12, the physical activity in Kindergarten to Grade 3 builds the foundation for the transferable skills involved in cricket, including throwing, catching, striking, tracking, balancing and fielding.

He added: “By increasing our knowledge of cricket, we enhance the variety of activities and games we expose our students to, which in turn leads to more physically literate individuals. With cricket, we not only give students an opportunity to gain new skills, we also enhance the choice of activities that students can explore. Who knows! We may be on the cusp of launching the next generation of cricketers.” ■

2024 Board Awards

Rainbow District School Board honours excellence in education



► Rainbow District School Board honoured its dedicated employees and community partners with the 2024 Awards for Outstanding Contribution to the Co-Curricular Program, Community Partnership Award, the Go Green Globe Awards, Awards for Excellence, the Barbara Konarek Memorial Award and the William N. Roman Teacher of the Year Award. Individuals with 25 years of service were also recognized. The awards celebration was held on Tuesday, May 14, 2024 in the Sheridan Auditorium at Sudbury Secondary School.

"The Board Awards represent a rich tradition of honouring excellence in Rainbow Schools," said Board Chair David Farrow. "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 cherish, model and teach."

"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 for teaching and learning. They give of themselves to provide a strong circle of care and, in the process, open doors, enabling students to achieve their full potential." ■

35 Years of Service

Barbara Carver-Marcon
Educational Assistant
Lo-Ellen Park Secondary School

25 Years of Service

Marlene Ashbee
Teacher
Queen Elizabeth II
Public School

Kerri Ashick-Bisaillon
Educational Assistant
Adamsdale Public School

Dwight Beaulieu
Custodian
MacLeod Public School

Dale Beausoleil
Teacher
Northeastern
Elementary School

Leslie Blais
Teacher
Copper Cliff Public School

Kimberley Boulanger
Principal
Larchwood Public School

Carole Burke
Special Education Consultant
Centre for Education

Pirkko Campbell
Educational Assistant
Confederation
Secondary School

Vanessa Catto
Teacher
Lo-Ellen Park
Secondary School

Tracey Chapman
Principal
Assinack Public School

Monique Clark
Teacher
Lo-Ellen Park
Secondary School

Bob Clement
Trustee
Centre for Education

Nadine Courjaud
Teacher
R.L. Beattie Public School

Petra Demeyere
Teacher
Algonquin Road Public School

Jill Dutrisac
Teacher
MacLeod Public School

Jason Evans
Teacher
Lasalle Secondary School
- Intermediate

Sylvie Gareau-Jones
Teacher
Lasalle Elementary School

Rebecca Gauthier
Teacher
Lasalle Secondary School

Sean Green
Vice-Principal
Lasalle Secondary School

Robert Gruhl
Teacher
Lo-Ellen Park Secondary School

Meredith Guse
Teacher
Valley View Public School

Jennifer Harvey
Principal
Lansdowne Public School

Kimberly Hein
Teacher
Confederation Secondary School
- Elementary

Sandi Hurcomb
Educational Assistant
Manitoulin Secondary School

Heather Ieropoli
Educational Assistant
MacLeod Public School

Nicola Ieropoli
Teacher
Sudbury Secondary School

Bill Landry
Custodian
Espanola High School

Paula Mackey
Principal
Princess Anne Public School

Deanna MacLennan
Teacher
Lockerby Composite School

Monica MacMillan
Teacher
Redwood Acres Public School

Giselle Major
Educational Assistant
Jean Hanson Public School

Maureen McNamara
Superintendent of Schools
Centre for Education

Tara Mokohonuk
Teacher
A.B. Ellis Public School

Tracy Moxam-Stos
Teacher
Lively District Secondary School

Jody Nadjiwon
Teacher
Chelmsford Valley District
Composite School

Trent Oystreck
Teacher
Lansdowne Public School

Rebecca Pennarun
Educational Assistant
Northeastern Elementary School

Catherine Peretto
Teacher
MacLeod Public School

David Rautiainen
Teacher
Lo-Ellen Park Secondary School

Kent Rendell
Teacher
Sudbury Secondary School

Todd Sintic
Teacher
Lasalle Secondary School

Theodore Smith
Teacher
Lively District Secondary School
- Elementary

Kathleen Sobol
Teacher
Confederation Secondary School
- Elementary

Corrie-Ann St. Pierre
Teacher
Walden Public School

Laura Stanyon
Teacher
Lockerby Composite School

Kelly Stevens
Educational Assistant
Northeastern Elementary School

Sherri Toope
Teacher
Little Current Public School

Stephen Winckel
Principal
Walden Public School

Awards for Outstanding Contribution to the Co-Curricular Program



Gaston Guignard
Volunteer Coach
Valley View Public School



Mike Jensen
Teacher
Lockerby Composite School



Dane MacVeigh
Teacher
Lo-Ellen Park Secondary School



Tracy Moxam-Stos
Teacher
Lively District Secondary School



Becky Stewart
Teacher
Assinack Public School

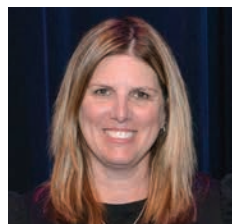


Mike Zegil
Teacher
Manitoulin Secondary School

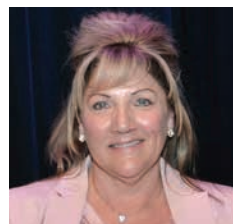
Awards for Excellence



Paolo Berardelli
Project Co-ordinator
Centre for Education



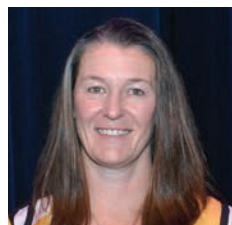
Cindy Campeau
Special Education
Resource Teacher
Chelmsford Valley District
Composite School



Sheryl Cr peau
Educational Assistant
Lasalle Secondary School



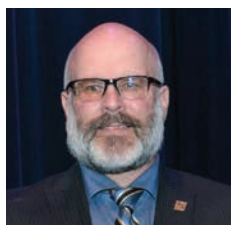
Nicole Glassford
Teacher
Valley View Public School



Jeanette Lankshear
Program Leader of
Special Education
Sudbury Secondary School



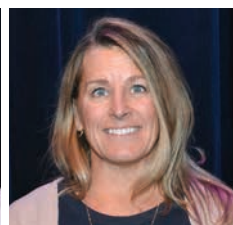
Derek Ormerod
Educational Assistant
Princess Anne Public School



Mark Patterson
Principal
Redwood Acres Public School



Laura Pogue
Elementary Literacy Consultant
Centre for Education



Cindy Whitson
Executive Assistant
to the Director of Education
Centre for Education

Community Partnership Award



Tanner Lafreniere
Tanner's Your Independent Grocer
Espanola High School Principal Andrea Therrien
presents the award to store owners
Tanner Lafreniere and Keilyn Lafreniere.

Barbara Konarek Memorial Award



Arynn Frantz
Special Education Resource Teacher

William N. Roman Teacher of the Year Award



Reg Bonin
Program Leader of Special Education
and Student Success Teacher
Lively District Secondary School

Go Green Globe Awards



Copper Cliff Public School
Accepting the award are teachers Jessica
McKerral, left, and Ashley Kerckhoff.



Lively District Secondary School
Accepting the award are, from left,
Vice-Principal Kyle Gutscher, teachers
Ryan Langlois, Jana Niemi Lahnalampi,
Joe Lonsdale, Kristin Clarke, Steve Sheehan
and Principal Susan Kett.

Local, Provincial and National Honours

Lo-Ellen Park students dominate the trails at the OFSAA Nordic Skiing Championships



Lo-Ellen Park Secondary School athletes once again dominated the trails at the OFSAA Nordic Skiing Championships which took place February 22 and 23, 2024 in Peterborough. Students took home a number of individual and team honours. The senior teams garnered the Overall Combined Team Championship banner for the second consecutive year. This was the fourth time that Lo-Ellen Park Secondary School garnered this title since 2018.

"We know the value and benefit of sports to the students' health, well-being, and sense of accomplishment," said Director of Education Bruce Bourget. "When students achieve at OFSAA, this really high level of competition, to be successful they have shown tremendous dedication, extreme hard work, perseverance, and grit, and were also led by expert coaching."

He added: "This is a repeat performance for Lo-Ellen Park. There's quite a dynasty that's been built over time."

The success of this program is a testament to the excellence of the athletes, the coaching staff, and the supportive administration."

"Each of these honours gives us a great sense of pride in our Nordic ski program, which helps students develop the skills necessary to excel in any endeavour," said Coach Colin Ward. "I am extremely proud of our athletes for their diligence, dedication and determination on and off the trails." ■

Lockerby student earns Ontario Heritage Award for Youth Achievement

Grade 12 Lockerby Composite School student Adam Selalmatzidis received the Lieutenant Governor's Ontario Heritage Award for Youth Achievement, only one of two students in the province to receive the honour in 2024. These are annual juried awards administered by the Ontario Heritage Trust to recognize remarkable achievements in heritage conservation. ■

Lasalle Senior Boys' Volleyball back-to-back provincial champions

The Lasalle Secondary School Senior Boys' Volleyball team captured the provincial OFSAA AA title, making them back-to-back champions. The Board congratulated Coach Dale Beausoleil and the team on another successful season.

"To win one OFSAA championship is a major milestone," said Director of Education Bruce Bourget. "To defend the title is even more difficult, and we certainly are in awe of their accomplishments, their dedication, and their hard work. And to their coach, we have endless thanks."

"Winning back-to-back OFSAA gold medals is truly an accomplishment that these young men will remember for the rest of their lives - as will I," said Coach Beausoleil. "I am proud of their accomplishments on the court, but more importantly, I'm extremely proud of the incredible young men they have become." He added: "Their resilience and their persistence to be the best that they could be was seen at OFSAA like I've never seen before."

Ashton Eadie praised Mr. B as a coach and role model. "He has taught me about responsibility, confidence, and most of all, dedication. Mr. B has not shown me, but our team, what it's like to have dedication. He has never once missed a practice out of the four years of me having him as a coach."

In addition to the Senior Boys' Volleyball Team at Lasalle, Dale Beausoleil coaches the Northeastern Elementary School volleyball team as well as the men's and women's volleyball teams at Cambrian College. He recently earned Coach of the Year honours for both teams, an Ontario first. ■

Nine students from Rainbow Schools accepted into Shad Canada program

An enriching educational experience awaited nine students from Rainbow Schools who were accepted into the prestigious Shad Canada program in the summer of 2024.

Kate Turner of Lively District Secondary School; Xavier Mara and Alexandra Wilson-Zegil of Manitoulin Secondary School; Isaac Longston, Megan Martin and Samuel Dumais of Lockerby Composite School; and Lillian Li, Peter Xiong and John Liao of Lo-Ellen Park Secondary School joined hundreds of secondary students from across Canada to explore the exciting world of STEAM (Science, Technology, Engineering, Arts and Math) and Entrepreneurship.

"Shad provides students with transformational learning and networking opportunities," said Rainbow District School Board Director of Education Bruce Bourget. "The program fosters personal growth, nurtures gains in exploration, collaboration and innovation, and helps prepare students for their post-secondary studies." ■

Lo-Ellen Park Secondary School graduate awarded Schulich Scholarship



Lo-Ellen Park Secondary School graduate Julia Da Silva earned a \$120,000 Schulich Scholarship to study Engineering at McMaster University.

When asked where she sees herself in 10 years, Julia has a bold vision for her future. "As a biomedical or mechanical

engineer piloting teams to create impactful designs to increase surgical efficiency and accelerate the healing process for post-operative patients," she said. "Through the creation of surgical robots, advanced prosthetics, and further development of artificial internal organs, I hope to better the life quality of patients and families." ■

Lively District Secondary School scores major donation from Major Drilling



Lively District Secondary School realized a long-standing goal for its athletic programs after scoring a \$10,000 donation from Major Drilling on November 16, 2023. Funds were allocated towards the purchase and installation of a new scoreboard and shot clocks for the school gym.

The school community had already raised half of the amount required to purchase and install the equipment. The generous donation from Major Drilling made it a reality.

With a close connection to the school, Major Drilling Operations Manager Cody Lanovaz was delighted to contribute to Lively District Secondary School.

"As a company committed to community enrichment, we believe in investing in education and supporting local initiatives," said Cody Lanovaz. "Together, we aim to empower the next generation through education and sports." ■

Backpacks bring smiles to students in Rainbow Schools



Some students in Rainbow Schools received colourful backpacks thanks to the Kiwanis Club of North Eastern Ontario and Staples in Sudbury. Close to \$2,000 was raised through generous donations to the Staples School Supply Drive Campaign held at the stores on Notre Dame Avenue and Marcus Drive.

Staples provided a further discount to maximize supplies for children in elementary schools.

Rainbow District School Board thanks the Kiwanis Club, Staples and the many customers who made donations during the campaign. ■

Lasalle Secondary School earns high marks at MusicFest Nationals



The school year ended on a high note for the talented musicians at Lasalle Secondary School. The Lasalle Concert Band and Jazz Band competed at MusicFest Nationals on May 17, 2024 in Toronto and returned home with top honours. The Jazz Band earned a Gold rating. The Concert Band captured Bronze.

"This festival attracts bands from all across Canada," said music teacher and band director Meghan Sanderson. Competing at MusicFest Nationals is by invitation only based on performances at the local and regional festivals.

Meghan Sanderson said the "judging is tough" on the national stage, making the awards that much more meaningful. "Lasalle Secondary School received the top score for school jazz ensembles in Northern Ontario," she said. She added: "The Concert Band also had an award-winning performance. I am so proud of our students. They worked hard to achieve success and have demonstrated that anything is possible with practice, discipline, dedication and teamwork." ■

Principal Lafrance praised for positive impact at Monetville



Principal Shannon Lafrance was praised by the Anishinabek Education System for bringing school spirit to a whole new level at Monetville Public School, where she supports students from Dokis First Nation. The educator spotlight said she has had a positive impact on students, families and the entire school community since assuming the leadership role in September 2023. ■

Rainbow Schools garner Gold and Silver at the 20th annual Mock Trial Competition



Grade 12 law students from Rainbow District School Board and Near North District School Board donned legal gowns to prosecute and defend an individual charged with second degree murder, contrary to s. 235(1) of the Criminal Code of Canada at this year's Mock Trial Competition. The event was held on June 11, 2024 at the Sudbury Courthouse.

The Hennessy Cup was awarded to Lockerby Composite School's Michaela Antonioni, Calli Evans, Katie Koski, Zander Kasunich, Chloe Simpson, Maia Matheson and Ella Smith.

Silver medals were presented to Espanola High School Team #2 including Trinity Wabegijig-Cooper, Owen Bourcier, Alexa Hunt, Evanlee Yarkie and Isabella St. Michel.

The Mock Trial Competition is well established within the Grade 12 Law curriculum. In addition to meeting curriculum expectations, mock trials develop other skills in students, including public speaking, teamwork, presentation, preparation and critical thinking skills. ■

Rainbow students capture top honours at Canada-Wide Science Fair



Five students from Lo-Ellen Park Secondary School earned Excellence Awards at the Canada-Wide Science Fair. The fair was held May 25 to June 1, 2024 in Ottawa.

Ben Kawa, Grade 9, earned a Bronze Excellence Award in the Intermediate Division for his project "Driver Wake Up 2.0: A Compact Standalone Device";

Eden Abols, Grade 8, received a Bronze Excellence Award in the Junior Division for his project "Metallurgical Mushrooms"; Felix Naghi, Grade 8, captured a Bronze Excellence Award in the Junior Division for his project "Plastic Purge: Marine Debris Eliminator"; Jack O'Connell, Grade 8, garnered a Bronze Excellence Award in the Junior Division for his project "Are Adults Dirtier than Kids?"; and Xavier Simard, Grade 8, earned a Bronze Excellence Award in the Junior Division for his project "VAWT to WATT: Capturing Wind Energy on Cars."

"We are delighted that students from Rainbow District School Board had an opportunity to represent Sudbury at the Canada-Wide Science Fair," said Director of Education Bruce Bourget. "Our students offered practical solutions to real-life problems with promising results. We are certainly proud of them for their outstanding achievement on the national stage." Director Bourget thanked staff for their tremendous leadership and support of students throughout their journey of scientific discovery. ■

Algonquin students capture top honours in Skills Ontario Junk Drawer Races



Students from Algonquin Road Public School used common items found at home and in the classroom to design cars, gliders and cranes for the innovative Skills Ontario Junk Drawer Races. They garnered four medals

for their efforts, a testament to their abilities in science, technology, engineering and mathematics.

Medal recipients were announced during the regional virtual ceremony on January 12, 2024.

Junk Drawer Races are virtual competitions that help students hone skills in technology and the trades. The program promotes sustainability by using recyclables or low-cost materials (\$10 or less).

To compete, students were tasked to prepare a project plan based on grade-specific curriculum, develop a captivating video of their project in action, and submit a snapshot of their final work. Judging criteria included performance, planning and creativity. ■

Robotics inspires new children's book at Manitoulin Secondary School



Manitoulin Secondary School launched a children's book called *Robofriends and the Mow Zone*. The engaging story combines robotics, environmental sustainability, and teamwork with interactive elements and discussion topics.

The book was inspired on the return trip from Houston where the Manitoulin Metal Robotics participated in an international competition. A layover in Atlanta gave team members an opportunity to brainstorm ideas for new projects.

Recognizing that strong reading and writing skills are fundamental for success in all fields, students wanted to give children opportunities to read fun books about robotics, while promoting environmental education and sustainability.

A group of students brainstormed the story idea and Alexandra Wilson-Zegil wrote the book. Robyn-Ashley McNaughton developed a visual story board and finished the illustrations so the book could be published in time for the holidays.

Various members of the robotics team completed the editing and layout under the umbrella of MSS Publishing. The printing was outsourced to Amazon Kindle Direct Publishing. ■

Educators who mentor students in robotics earn provincial recognition

Two educators from Rainbow Schools who mentor students in robotics earned provincial recognition.

Yana Bauer of Manitoulin Secondary School and Dan Monti of Lo-Ellen Park Secondary School were selected by FIRST Canada as the recipients of the 2024 Ontario Woodie Flowers Finalist Award at the FIRST Robotics Provincial Championships in Mississauga in April 2024.

The Woodie Flowers Finalist Award celebrates effective communication in the art and science of engineering and design. The educators were nominated by their respective student teams who wrote essays about their impact and influence. The educators are now eligible to win the award at the World Championships if nominated again in future years. ■

Lo-Ellen Park students capture top honours in International Stock Market Competition



Students from Lo-Ellen Park Secondary School won the prestigious Harvard University International Stock Market Competition. In an impressive display of financial acumen, Grade 12 students Jacob Zhong, Sean Corrigan, and Aaron Bolton captured top honours in the Harvard Student Agencies' Wolves of Wall Street Challenge. This is the second time in three years that Lo-Ellen Park students have won this competition.

Their dedication, strategic thinking, and ability to apply theoretical knowledge to real-world scenarios is a testament to the quality education provided by the Lo-Ellen Park School of Business under the leadership of teacher Paul Hatzis. ■

Students from Rainbow Schools earn medals at Skills Ontario

Boston Renaud of Confederation Secondary School captured Silver in Heavy Equipment Service at the 2024 Skills Ontario competition. Van Provost of Sudbury Secondary School earned Bronze in IT Network.

"Capturing a medal at Skills Ontario demonstrates that local students are among the best in the province in their chosen field," said Director of Education, Bruce Bourget. "We congratulate all students who earned the opportunity to compete and commend Boston Renaud of Confederation Secondary School and Van Provost of Sudbury Secondary School for their outstanding achievement. We also thank the staff in Rainbow Schools who mentor our students and open doors to opportunities." ■

Board congratulates winners of the Technological Skills Competition

▶▶ Rainbow District School Board held its 17th annual Technological Skills Competition at Cambrian College in Sudbury on February 29, 2024 and the United Brotherhood of Carpenters and Joiners Local 2486 in Azilda on March 5, 2024.

Some 150 secondary students tested their skills in 2D and 3D character animation, AutoCAD, auto-service technology, cabinetmaking, carpentry, coding, electrical installations, graphic design, heavy duty equipment, home and team building, IT networking, mechanical CAD, outdoor powered equipment, photography, TV/video production, VEX robotics, welding and workplace safety.

New in 2024 was an elementary component that had approximately 160 students from Grades 7 and 8 competing in character animation, construction, LEGO® Mechanical Engineering, LEGO® Robotics and TV/video production.

"Once again, the Technological Skills Competition was a huge success," said Jennifer Burns, Ontario Youth Apprenticeship Co-ordinator with Rainbow District School Board. "In each event, students solved problems and displayed their creativity while exploring viable careers."

Rainbow District School Board salutes the many staff members who worked diligently to make the Technological Skills Competition possible. The Board also acknowledges the generosity of community partners who contribute financially for the local competitions, including tools, materials and transportation for students to compete at the Skills Ontario Competition. ■

Sudbury Secondary School recognized with Police-Community Leader Award

▶▶ The Greater Sudbury Police Service hosted its annual Community and Police Awards Gala at the Caruso Club on May 16, 2024. Sudbury Secondary School received the Police-Community Leader Award for its Value Vault. The Gala raises funds for youth initiatives. Life Skills teacher Lorrie Leger accepted the award along with Educational Assistants Chantal Paquette and Janine Hebert.

The Value Vault has been in existence for a couple of decades. It began with Lorrie Leger as a means of providing food, clothing and home items for students in need. Over the years, it has evolved into a much larger undertaking that provides sustenance for many families in the Sudbury Secondary school community. Many hours are spent each day working in the Vault so the community can benefit. The school's Educational Assistants and staff work tirelessly to support students in need. ■

From Sudbury to Paris: Former Lo-Ellen Park student makes Olympic team



▶▶ Rainbow District School Board joined with the community in congratulating basketball star Syla Swords who competed at the Paris 2024 Olympic Games. In being selected for the Senior Women's National Basketball Team, the former Lo-Ellen Park Secondary School student made history.

At 18, Syla Swords was the youngest-ever female basketball player to represent Canada

at the Olympics.

With accomplished basketball players as parents, Syla Swords was immersed in the sport at a young age. After graduating from R.L. Beattie Public School, she attended Lo-Ellen Park Secondary School where she played on the Lo-Ellen Park Prep Team.

"The calibre of players on the prep team is exceptional," said Director of Education Bruce Bourget. "These students compete in the Ontario Scholastic Basketball Association where they hone their skills against the top players from across the province." ■

Aundeck Omni Kaning donates Gaga Ball pits to Little Current Public School



▶▶ Little Current Public School is home to two Gaga Ball pits thanks to a generous donation from the Aundeck Omni Kaning First Nation. When school administrators and School Council decided to enhance the school playground through fundraisers and donations, they reached out to Chief Patsy Corbiere and Band Council.

"The ask was for a donation towards the purchase of supplies to build one small Gaga pit for the schoolyard," said Little Current Public School Principal Heather Pennie.

"Our goal was to raise enough funds to one day have two Gaga pits." She added: "Aundeck Omni Kaning graciously offered to fund the entire project, and we were able to order and install the pits in early May. We are so grateful for their support." ■

December 2: Lo-Ellen Park hosts FIRST Robotics Tech Challenge



For the second consecutive year, Lo-Ellen Park Secondary School hosted the FIRST Tech Challenge qualifier. CENTERSTAGE took place on Saturday, December 2, 2023.

The full-day tournament-style competition, presented by Raytheon Technologies, brought together 17 teams from across the province, including Sudbury, North Bay and the Greater Toronto area. FIRST (For Inspiration and Recognition of Science and Technology) competitions engage students in the field of STEM – science, technology, engineering and mathematics – with a focus on innovation and idea sharing. In the process, students hone important life skills such as co-operation, communication, leadership, self-confidence and teamwork. ■

Lasalle canvasses community to blaze trails for fitness at Finlandia



Students from Lasalle Secondary School canvassed the community on September 14, 2023 to raise funds for fitness at Finlandia Village. The 6th Annual Lasalle Secondary School SISU Family Walk in partnership with Sling-Choker was held on Saturday, September 16, 2023.

“We remain steadfast in our commitment to promoting lifelong health and wellness for all,” said Lasalle Secondary School Principal Kristina Rivard Gobbo. “We also take great pride in supporting our seniors and the community we call home.” ■

Educational Assistant honoured by the Learning Disabilities Association



A long-time Educational Assistant with Rainbow District School Board was honoured locally for her work with students. Lise Orsini was among the recipients of the Outstanding Educator Award from the Learning Disabilities Association of Sudbury (LDAS). The award was presented during a virtual celebration held on April 18, 2024.

The LDAS Outstanding Educator Award recognizes an exceptional educator committed to evidenced-based practices, a continuous pursuit of learning, and dedicated efforts to support all students, particularly those with learning disabilities.

Their genuine passion for inclusivity and equity creates an environment where every learner can thrive. Notably, this person exemplifies a growth mindset through active engagement in professional development, and contributing to the improvement of our educational community.

“Lise Orsini has been a fierce advocate for all students,” said Danielle Williamson, Principal of Special Education Programs and Services. “She puts the needs of students first and works hard to develop authentic relationships with them. She ensures that she understands each student’s needs and works to provide support and programming that is individualized to each student.” ■

Investing in our priorities

Rainbow District School Board approved a budget of \$249.3 million for the 2024-2025 school year at its regular meeting on June 17, 2024.

► To balance the budget, \$704,045 would be withdrawn from reserves. Along with the budget, Trustees approved an in-year deficit plan to align expenditures with revenue.

Students will continue to receive a high quality education in high quality facilities. The greatest cost is staffing, which has a direct impact on learning.

The Board's talented team of administrators, instructional leaders, teachers and educational support staff enable students to achieve their full potential in school environments that foster a strong sense of belonging for overall well-being and academic achievement.

The budget maintains programs and services adjusted to include the terms and conditions of collective agreements, and some inflationary pressures, such as increases in the cost of utilities. Additional investments from the Ministry of Education are also reflected in the budget, including resources for early reading, math, the trades, mental health, and safe schools.

When school resumed in September 2024, the Board projected enrolment of 14,193.5 students. Enrolment projections consider historic retention rates, the flow through of each grade, and information on population growth or decline.

The base funding provided by the Ministry of Education, Core Education Funding, consists of six pillars –

- Classroom Staffing Fund,
- Learning Resources Fund,
- Special Education Fund,
- School Facilities Fund,
- Student Transportation Fund and
- School Board Administration Fund.

Core Education Funding replaced Grants for Student Needs or GSNs. Core Education Funding for 2024-2025 has been adjusted to account for the

end of the learning recovery funds provided during COVID-19, the second year of a realignment of the First Nations, Métis and Inuit Studies allocation within the Indigenous Education Grant, more support for Indigenous Education priorities within the Board Action Plan, a new funding approach to purchase equipment for students with special needs, the second year of a new funding framework for student transportation, and capital allocations for school renewal projects.

The Ministry of Education also funds Responsive Education Programs, formerly known as Priorities and Partnership Funds. This targeted funding ensures the continuity of programs that were underway to provide additional support for students, including reading interventions and resources, digital math tools, math facilitators and demonstration classrooms, Indigenous graduation coaches, the ongoing promotion of skilled trades and implementation of de-streaming as well as special education and mental health supports for summer learning. Funding was also allocated to screen

students for early reading in the second year of Kindergarten as well as Grades 1 and 2.

Funding will ensure the ongoing improvement of broadband, including network connectivity, network infrastructure, network security and related network operations. New funding was provided to start installing vape detectors in schools.

A total of 75.7 percent of the budget, or \$188.7 million, has been allocated to salaries and benefits. Just over eight percent of the budget, or \$20 million, will go towards supplies and services, which includes the operation and maintenance of facilities, school budgets, and computers in schools. A total of 8.2 percent, or \$20.5 million, will go towards fees and contracts, including the transportation of students to and from school. Rainbow District School Board will receive \$15.5 million in school renewal and school condition improvement funding. This represents 6.2 per cent of the budget.

The budget provides the financial framework to enable the Board to achieve the priorities in its strategic plan which will enter its third year of implementation. There are six priorities in Strategic Directions 2022-2027 – Student Success and Achievement, Literacy and Numeracy, Truth and Reconciliation, Mental Health and Well-Being, Environmental Education and Sustainability, and Equity and Inclusive Education. ■

Enrolment at a Glance

Rainbow District School Board had 14,487 students in Rainbow Schools on October 31, 2024. A total of 1,631 children enrolled in Kindergarten in Rainbow Schools, a full-day program for four and five-year-olds.

In the elementary panel, enrolment totalled 9,470 students including 6,869 in the English Program and 2,601 in the French Immersion Program.

A total of 1,080 registered for Grade 9. In the secondary panel, enrolment reached 5,017 students including 4,288 in the English Program and 729 in the French Immersion Program.

Financial Statements Online

Trustees reviewed and approved the Financial Statements for the year ending August 31, 2023 at the regular meeting of the Board held on December 5, 2023.

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 29 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 Alternative School, 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 operated for one more year in 2023-2024.

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.

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 to maximize efficiencies.

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

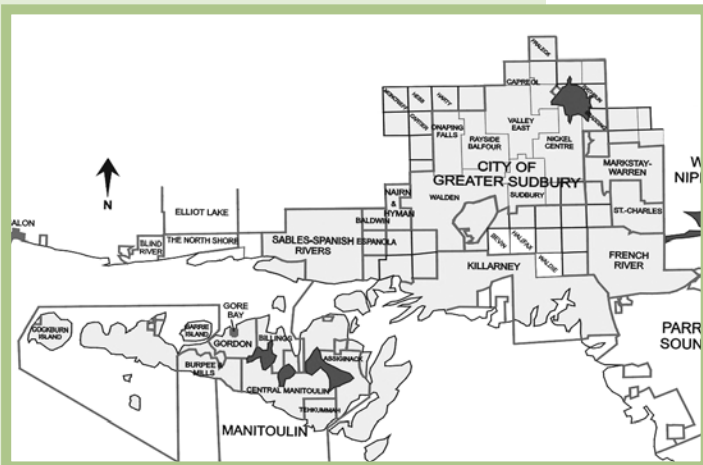
The 2023-2024 expenditure budget was used as the base for the 2024-2025 budget, adjusted:

- ▮ 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 2023-2024 Special Education Plan

The 2023-2024 revenue budget was used as the base for the 2024-2025 budget, adjusted:

- ▮ to reflect 2024-2025 funding from the Province based on projected enrolment

For more information about the 2024-2025 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.

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 2023-2024 | Budget 2024-2025 |
|--------------------------------------|---------------------|---------------------|
| Teaching | | |
| Elementary Schools | 665.5 | 676.5 |
| Secondary Schools | 360.0 | 355.0 |
| Non-teaching | | |
| Principals/Vice-Principals | 80.0 | 82.0 |
| Consultants/Co-ordinators | 24.0 | 24.0 |
| Secretaries/Clerks | 91.5 | 91.8 |
| Custodial/Maintenance | 153.3 | 153.9 |
| Noon Hour Supervisors | 23.6 | 23.6 |
| Designated Early Childhood Educators | 58.0 | 57.0 |
| Educational Assistants | 215.0 | 228.0 |
| Technicians | 22.0 | 22.0 |
| Student Services | 44.0 | 41.5 |
| Centre for Education | 41.0 | 40.0 |
| Total | 1777.9 | 1795.3 |

Facilities

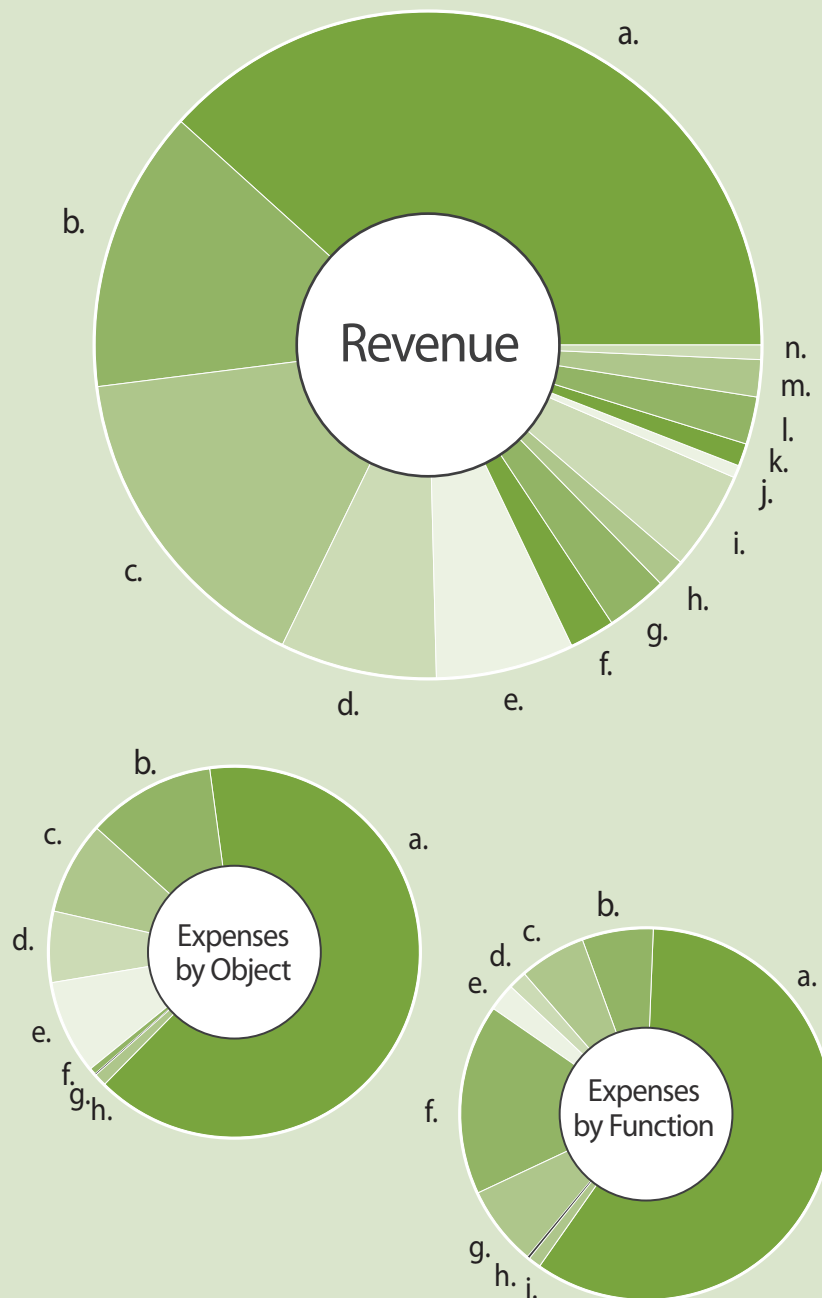
Since 1998, Rainbow District School Board has significantly consolidated its facilities to ensure the most effective and efficient use of space. This means less money is spent on facilities and more money is channeled directly into the classroom, where it will benefit students the most.

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 | 2024-2025 |
|--------------------|------|-----------|
| Elementary Schools | 45 | 29 |
| Secondary Schools | 12 | 9 |
| Administration | 5 | 1 |
| Total | 62 | 39 |



Revenue and Expenses



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:** Co-ordinators 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.

Sources of Revenue

Due from the Province:

| | | |
|--|---------------|---------|
| a. Classroom Staffing Fund | \$ 95,376,000 | (38.3%) |
| b. Learning Resources Fund | 34,241,000 | (13.7%) |
| c. Special Education Fund | 39,385,000 | (15.8%) |
| d. School Facilities Fund | 19,021,000 | (7.6%) |
| e. Student Transportation Fund | 16,687,000 | (6.7%) |
| f. School Board Administration Fund | 5,524,000 | (2.2%) |
| g. Planning Provision | 7,448,000 | (3.0%) |
| h. School Renewal & Temporary Accommodations | 3,565,000 | (1.4%) |
| i. School Condition Improvement | 12,063,000 | (4.9%) |
| j. Debt Charges | 1,598,000 | (0.6%) |

Subtotal provincial funding 234,908,000 (94.2%)

k. Responsive Education Programs 2,638,000 (1.1%)

Total provincial funding 237,546,000 (95.3%)

| | | |
|--|-----------|--------|
| l. First Nation Education Service Agreements | 5,789,000 | (2.3%) |
| m. Reserve Funds | 4,556,000 | (1.8%) |
| n. Other | 1,404,000 | (0.6%) |

Total Revenue \$ 249,295,000 (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 | \$ 160,833,000 | (64.5%) |
| b. Employee Benefits | 27,901,000 | (11.2%) |
| c. Supplies and Services | 20,134,000 | (8.1%) |
| d. Capital and Replacements | 15,520,000 | (6.2%) |
| e. Fees and Contracts | 20,446,000 | (8.2%) |
| f. Debt Charges | 1,598,000 | (0.6%) |
| g. Association Fees | 225,000 | (0.1%) |
| h. Responsive Education Programs | 2,638,000 | (1.1%) |

Total Expenses \$ 249,295,000 (100.0%)

Expenses by function:

| | | |
|----------------------------------|----------------|---------|
| a. Instruction | \$ 147,323,000 | (59.1%) |
| b. School Management | 15,487,000 | (6.2%) |
| c. Student Support Services | 14,478,000 | (5.8%) |
| d. Teacher Support Services | 3,953,000 | (1.6%) |
| e. Administration and Governance | 6,085,000 | (2.4%) |
| f. Pupil Accommodation | 41,380,000 | (16.6%) |
| g. Transportation | 17,401,000 | (7.0%) |
| h. Continuing Education | 550,000 | (0.2%) |
| i. Responsive Education Programs | 2,638,000 | (1.1%) |

Total expenses \$ 249,295,000 (100.0%)

2023-2024 Ontario Scholars

BARRYDOWNE COLLEGE

Cayer, Serena
Cullen, Heather
Knockleby, Merritt
Langevin, Zoe
Riutta, Victoria
Roberts, Rachael
Shipton, Mikayla
Thompson, Lara

CHELMSFORD VALLEY DISTRICT COMPOSITE SCHOOL

Comtois, Ethan
Horvath, Lyam
Kulha, Christopher
Laferriere, Cayden
Neeley, Grace
St. John, Cadence
Wheatley, Noah

CONFEDERATION SECONDARY SCHOOL

Autio, Tomas
Aziz, Maximus
Beggs, Braeden
Bisaillon, Samantha
Brule, Avery
Campeau, Brooke
Chamberlain, Owen
Cole, Kiara
Cunningham, Curtis
Fleming, Danica
Heinrichs, Brody
Hull, Lauren
Johnstone, Addison
Kahl, Ella
Kneblewski, Alexa
Lennox, Morgan
Luttrell, Keaton
McAndrews, Tanner
Moase, Logan
Perigo, Avery-Ellen
Poulin, Eloise
Renaud, Boston
Ricci, Corbin
Rivest, Joey
Ryan, Aidan
St. Pierre, Mackenzie
Tinker, Jaeden
Tremblay, Marley
Vis, Isabella
Walker, Abbey

ESPANOLA HIGH SCHOOL

Bourcier, Owen
Brown, Denzil
Brown, Richard
Cassidy, Cayden
Chretien, Cayden
Kraan, Sofie
Ligi, Kameryn
Martin, Jeana
Mullen, Claudia
Pandey, Punya
Renaud, Michael
Yarkie, Evanlee

LASALLE SECONDARY SCHOOL

Alzahran, Maria
Alzahran, Mohamad
Alzahran, Nour
Angel Guzman, Santiago
Belgica, Marc Cedric
Campbell-Runia, Oak
Campeau, Conner
Carlson, William
Chadwick, Lauren
Dumontelle, Alicia
Grisdale, Alexander
Hingst, Coheed
Hodgins, Ava
Houlahan, Jersey
Idemudia, Precious
Idemudia, Promise
Jacques, Isabelle
Lacroix, Nathan
Laporte, Abbigail
Larocque, Kiara
Lawson, Amy
Ley, Kendra
Lopez Cueva, Richard
Lowe, Addison
Montgomery, Makya
Moreno Amaya, Emely
Noel, Kaitlyn
Paulin, Chloe
Payment, Brody
Potvin, Cameron
Radey, Adasyn
Rancourt, Justice
Repuska, Michael
Richardson, Hailey
Tobe, Jeff
Watts-Laframboise, Dylan
Welsh, James

LIVELY DISTRICT SECONDARY SCHOOL

Dewit, Paige
Doyle, Jessie
Duval, Isaac
Horner, Nathan
Kirwan, Karina
Kruger, Indigo
Maanselka, Ryan
McLean, Sydney
Yasinowski, Jake

LOCKERBY COMPOSITE SCHOOL

Antonioni, Michaela
Assiniwe, Elizabeth
Baron, Callum
Barrett, Jill
Berardelli, Emma
Bernier, Aiden
Bertrim, James
Binks, Liam
Bortolus, Miryana
Carangal, Kayla Emily
Chirsky, Kalifornia
Cooper, Haven
Cormier, Shaun-Emily
Daze, Hannah
Diavolisits, Alissa
Dumais, Thomas
Dusick, Sierra
Dutrisac, Dylan
Elliott, Emma
Ferguson, Ellanor
Gannon, Brooke
Granthien, Brennan
Huskinson, Charli
Igbinoba, Davidson
Innis, Avani
Jolette, Jocelyn
Kasunich, Zander
Koski, Adleigh
Laakso, Avalon
Lancot, Andrew
Lecour, Rebecca
Lemieux, Jenna
Lessard, Brianna
Lieviers, Rebecca
Managhan, Abigale
Martin, Grace
Maybe, William
Melanson, Arianna
Monahan, Austin
Morrissey, Norah
Nagpal, Jhanvi
Paudel, Aryan
Peura, Kaarina
Pineau, Lauren
Prosperi, Evelyn
Purvis, Aiden
Rathod, Heer
Rietze, Emilia
Rolston, Kate
Rubinstein Bonilla, Yaron
Ruiz Otero, Andrea
Milena
Saarenjoja-Perreault, Alison
Sablok, Udayan
Schulte-Hostedde, Ivy
Schwendener, Fiona
Selamatizidis, Adam
Siemann, Matthias
Sloan, Caitlyn
Smith, Drake
Smith, Ella
Sorrell, Jamieson
Stopar-Goudy, Ilee
Storms, Kaylee
Sullivan, Maeve
Swiatek, Mattea
Tan, Lily

Tessier-Benoit, Chase
Thorsteinson, Majja
Tripodi, Mary
Tushingham, Frankie
Uguccioni, Elizabeth
Watson, Adam
Yoo, Yun

LO-ELLEN PARK SECONDARY SCHOOL

Acheampong, Rosemary
Acheampong, Rosina
Alexander, Sophie
Antonioni, Lucas
Aulakh, Nikhel
Aziz, Aafeia
Badger, Elijah
Barney, Jacob
Bilgasem, Adam
Bloden, Lea
Boeckner, Simon
Bonany, Maisie
Bonora, Maraina
Boudreau, Sarah
Bourget, Bree
Bubba, Gracen
Carriere, Michael
Cecutti, Sophia
Ceming, Kylie
Chateauvert, Emma
Claridge, Owen
Clarke, Jacob
Corrigan, Sean
Cunanan, Richst
Cuza, Finlay
Da Silva, Julia
Daoust, Sophia
De Lange Fernandez, Melissa
Delorme, Sophie
Dempsey, Jennifer
Desarmeau, Aidan
Dionne, John
Dobson, Owen
Dreger, Kami
Durette, Simone
Emond, Maya
Fabbro, Mikayla
Fleury, Mathilde
Foers, Owen
Fynn, Kendra
Gagnon, Chloe
Gallipeau, Chelsey
Gervais, Alexie
Gibeault, Brooke
Gill, Ekamjot
Godfrey Tweedy, Daxton
Groulx, Christopher
Harber, Cole
Harry, Jake
Herst, Zander
Hilborn, Skylyn
Hinschberger, Bryson
Ietswaard, Jennifer
Ingram, Lily
Jani, Heer
Jebreen, Madina
Joiner, Russell
Kellestine, Isabelle
Kelly, Kevin

Kett, Madison
Kinnonen, Ethan
Kolari, Teia
Koskela, Ella
Krempel, Celeste
Kuhlberg, Nolan
Ladyk, Sam
Lalonde, Grayson
Lampinen, Lukas
Langille, Zoe
Lawrence, Aiden
LeDuc, River
Legault, Cole
Levecque, Sam
Levesque, Stevie
Loney, Arden
Long, Soren
MacKewn, Colton
MacKinnon, Lacey
Makela, Lara
Mansell, Daniel
Mantle, Wilder
Martin, Maddix
McKague, Isabel
McKernan, Michael
Mehta, Raj
Mohamed, Ahmed
Montreuil-Dupuis, Mia
Moran, Jenna
Mullaly, Lucas
Nair, Kalyani
Ngenzi, Shekinah
Patel, Ansh
Patel, Devan
Peck, Owen
Potvin, Majja
Poxleitner, Jonah
Prato, Isabella
Punjani, Nehan
Qarqouz, Nabil
Raja Senthil, Jashwantthi
Rantala, Kate
Rantala, Markus
Rilkoff, Roan
Robson, Mia
Rogers, Kiara
Russell, Evan
Savage, Maraina
Schmidt, Claire
Scott, Adam
Senyshch, Yana
Shahmeer, Muhammad
Shanks, Kendra
Shukla, Arjun
Smith, Ben
Smith, Brianna
Sobush, Mackinly
Sola, Steven
Solomon, Lennox
Sonntag, Bree
Squires, Lana
Sridhar, Ishana
Staffen, Hannah
Sulston, Haydyn
Sundaram, Eric
Swant, Keira
Tait, Matthew
Taylor, Jasmine
Teddy, Sarah
Thom, Jacob
Thomas, Grace
Thompson, Sonya
Timony, Mason
Tissot van Patot, Olivia

Toffoli, Mira
Verrilli, Giada
Volpini, Mateo
Waddell, Adria
Willock, Nathaniel
Yllan Flores, Darinka
Yurich, Mia
Zaidi, Sulaymaan
Zhong, Jacob

MANITOULIN SECONDARY SCHOOL

Balfe, Annie
Byers, Carter
Cooper, Willow
Eshkawkogan, Saraya
Green, Mackenzie
Green, Morgan
Green, Thomas
Hawke, Abigail
Kasunich, Maren
Lindner, Colin
Mainprize, Liberty
Maloney, Riley
Migwans, Destiny
Pennie, Brodie
Pennie, Jack
Quinlan, Blaec
Roque, Emily
Rose, Andrew
Smith, Landen
Titian, Elias
Wilkin, Alan

SUDBURY SECONDARY SCHOOL

Abuan, Alanis
Cobersky, Lola
Coutu, Sophie
Duong, Ary
Eaton-Boehm, Caterina
Eekels, Saskia
Ellsworth, Amber
Filiatreault, Connor
Foucault-Bryenton, Mackenzie
Gainer, Kalle
Howard Smith, Alyssa
Jackson, Kendra
Laakso, Sadie
Lachapelle, Marissa
Lacroix, Kitt
Lees, Sophia
Myre, Tyler
O'Hearn, Shyne
Plante, Thomas
Provost, Evan
Schafer, Riley
Stachon, Sebastian
Roy, Emma

2023-2024 Scholarship Recipients

BARRYDOWNE COLLEGE

Borton, Harley

Indigenous Student Success Award - Bravery

Bushey, Brandon-John

Valerie and Leslie Greentree Award

Cayer, Serena

Cambrian College Secondary School
Achievement Award
McNamara Bursary

Desjardins, Aunnyka

St. Stephen's on the Hill Bursary

Fisher, Hailey

Learn to Work Bursary

Getchell, Daisha

Skilled Trades Bursary

Jobidon, Heather

Indigenous Student Success Award - Humility

Knockleby, Merritt

Cambrian College Dual Credit
Achievement Award
Church of the Ascension Student
Success Scholarship

McPherson, Samantha

Church of the Ascension Student
Success Scholarship
Indigenous Student Success Award - Truth

Paventi, Matthew

Electrical Safety Authority Northern
Region Staff Award

Pitters, Shaqueele

St. Stephen's on the Hill Bursary

Provincial, Trinity

Indigenous Student Success Award - Love
Valerie and Leslie Greentree Award

Roberts, Rachael

Dena Morrison Scholarship
Learn to Work Bursary
Specialist High Skills Major Award - Arts and Culture

Rowe, Amelia

Learn to Work Bursary

Shipton, Mikayla

Jakubo Chartered Professional
Accountants Award
Specialist High Skills Major Award - Arts and Culture

Thompson, Lara

Ontario Principals' Council Student
Leadership Award

Toulouse, Mzhiikenh

Indigenous Student Success Award - Wisdom

Vezina, Riley

Indigenous Student Success Award - Honesty
Learn to Work Bursary

Westra, Ethan

Indigenous Student Success Award - Respect

Wikiruk, Madeline

Barrydowne College Post-Secondary
Scholarship

CHELMSFORD VALLEY DISTRICT COMPOSITE SCHOOL

Audette, Tristan

CVDCS Alumni Award
CVDCS Staff Award

Burns, Jayden

Jiffy Lube Award
Onaping Falls Royal Canadian Legion
Branch #503 Award

Campbell, Shayden

Candock Award
Onaping Falls Lions Club Award
Onaping Falls Royal Canadian Legion
Branch #503 Award

Collin, Dylan

CVDCS Heart of Learning Award

Comtois, Ethan

Cooperative Funeral Home Award
Skilled Trades Bursary
Specialist High Skills Major Award - Construction

Cosby, Logan

Onaping Falls Royal Canadian Legion
Branch #503 Award

Emes, Thomas

Canadian Tire Award

Fillion, Henri

Cambrian College Achievement Award
Cramer's Dowling Valu-Mart Award
Onaping Falls Royal Canadian Legion
Branch #503 Award

Fox, Jayden

CVDCS Greenhouse Award

Gagnon-Noonen, Jen

Azilda Lions Club Award
Indigenous Student Success Award - Honesty

Grieco, Sage

Indigenous Student Success Award - Truth

Hanrahan, Chloe

Chelmsford Royal Canadian Legion
Branch #553 Award

Horvath, Lyam

CVDCS Alumni Award

Hull, Samantha

Onaping Falls Royal Canadian Legion
Branch #503 Award

Knuff, Solace

Food Basics Award

Kuhla, Chris

Specialist High Skills Major Award - Arts and Culture
YMCA Award

Laferrriere, Cayden

Azilda Lions Club Award

Macleod, Marah

CVDCS School Council Award
Onaping Falls Royal Canadian Legion
Branch #503 Award
Specialist High Skills Major Award - Health and Wellness

Mainville, Brooklyn

Belanger Ford Business Award

Montigny, Byron

CVDCS Heart of Learning Award
Terry's Your Independent Grocer Award

Morin, Curran

Onaping Falls Student Citizenship Award
Onaping Falls Royal Canadian Legion
Branch #503 Award

Murray, Lindsay

Governor General Award

Neeley, Grace

Indigenous Student Success Award - Wisdom
Onaping Falls Lions Club Award

Patterson, Hallie

Levack Alumni Award
Onaping Falls Royal Canadian Legion
Branch #503 Award
Raymond Lougheed Memorial
Scholarship

Pulermacher-Paquette, Vanessa

Principal's Award

Soulier, Chloe

Indigenous Student Success Award - Bravery
Cramer's Valu-Mart Award

Soulier, Evan

Cambrian Dual Credit Award
Indigenous Student Success Award - Respect

Therriault, Danica

Candock Award
Indigenous Student Success Award - Love
Jiffy Lube Award
Onaping Falls Royal Canadian Legion
Branch #503 Award

Wellington, Sierra

Indigenous Student Success Award - Humility

Wheatley, Noah

Cooperative Funeral Home Award
Gord Erion Memorial Award
Onaping Falls Royal Canadian Legion
Branch #503 Award

CONFEDERATION SECONDARY SCHOOL

Akkanen, Ian

Most Outstanding Student Award
Skilled Trades Bursary
Valley East Lions Club Student Award

Autio, Tomas

Specialist High Skills Major Award - Energy

Aziz, Maximus

Belanger-Hamilton Award for Leadership

Beaudry, Jaida

Governor General's Academic Medal

Beggs, Braeden

Elizabeth Christie Scholarship

Beland, Gabe

George E. Young Memorial Award

Bisaillon, Samantha

Valley East Lions Club Student Award

Brule, Avery

Pharmasave Val Est Pharmacy Award

Campeau, Brooke

Elizabeth Christie Scholarship

Chamberlain, Owen

Desjardins Bursary

Cole, Kiara

Cambrian College Dual Credit
Achievement Award
Indigenous Student Success Award - Truth
Indigenous Student Success Award - Wisdom
Learn to Work Bursary

Desroshers, Kendra

Hospitality Food Service Award
Indigenous Student Success Award - Honesty

Dickson, Madison

Elizabeth Christie Scholarship
Indigenous Student Success Award - Love
Indigenous Student Success Award - Respect

Duguay, Talon

Indigenous Student Success Award - Bravery

Eisenkrein, Averie

Learn to Work Bursary

Groleau, Logan

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

Harris, Quentin

Good Student Bursary

Heinrichs, Brody

Paquette's Your Independent Grocer
Community Commitment Award

Hull, Lauren

Gail E. Brown Memorial Scholarship
Most Outstanding Student Award

Johnstone, Addison

George E. Young Memorial Award

Kahl, Ella

Good Student Bursary

Kneblewski, Alexa

Lieutenant Governor's Community
Volunteer Award
Specialist High Skills Major Award - Health and Wellness

Kratyk, David

Charette Family Bursary

Lapointe-Mintenko, Hailey

Desjardins Bursary
Indigenous Student Success Award - Humility

Luttrell, Keaton

Desjardins Bursary
Principal's Award for Student Leadership

Mayer, Isabelle

King Sportswear Bursary

McLinton, Brennen

Specialist High Skills Major Award - Construction

Moase, Logan

Jakubo Chartered Professional
Accountants Scholarship

Olufowobi, Okikiola

Lifetouch Canada Award

Ouellette, Brennen

Norm & Kathy Tremblay Family Bursary

Perigo, Avery

Confederation Secondary School
Staff Award

Poulin, Eloise

Nickel Ridge Physiotherapy Award

Rancourt, Hailey

Elizabeth Christie Scholarship

Renaud, Boston

Greater Sudbury Plumbing & Heating
Award

Ricci, Corbin

Specialist High Skills Major Award - Manufacturing

Roy, Paige

Learn to Work Bursary

Ryan, Aidan

Gail E. Brown Memorial Scholarship
Springbok Academic Award

Sanders, Satyra

Cody Jordan Bursary supported by
Old Soul Soap Company

Smith, Keyra

Springbok Endeavour Award

St. Pierre, Mackenzie

Cambrian College Secondary School
Achievement Award

Stewart, Mya

Desjardins Bursary

Tasse, Koi

Heather McCracken "Stay Groovy" Award

Thompson, Ethan

Most Outstanding Student Award

Thompson, Rylee

Belanger-Hamilton Award for Leadership

Tinker, Jaeden

Good Student Bursary

Train, Gerrit

Precious Paws Bursary

Tremblay, Marley

Ralph Ahrbeck Business Award

Walmsley, Connor

Specialist High Skills Major Award - Manufacturing

ESPANOLA HIGH SCHOOL

Ankersmit, Abigail

Tanner's Your Independent Grocer Staff
Bursary
Webbwood FOE #4269 Auxiliary Bursary

Bouffard, Kieran

Township of Sables-Spanish Rivers
Bursary

Bourcier, Owen

Espanola Lions Club - Paul Zahorec
Award
Harold Rawn Mathematics Award
Winnifred Mooney Scholarship

Brown, Denzil

Espanola Lions Club - Ron Heale Award
Specialist High Skills Major Award - Construction

Brown, Richard

Desjardins Bursary
Specialist High Skills Major Award - Construction

Chretien, Cayden

Grant Eccleston Trade School
Scholarship
Knight Cruisers Car Club Bursary

Creaser, Alexander

Specialist High Skills Major Award - Transportation

Edwards-Eshkakogan, Sky

Indigenous Student Success Award - Honesty

Graham, Carter

Fiona Lawrence Award
Royal Canadian Legion Bursary

Grasby-Reynolds, Jeremy

Webbwood FOE #4269 Aerie Bursary

Gray, Liam

A.E.S. Electrical Bursary
Town of Espanola Bursary

Howe, Faolan

Canadian Tire Student Bursary

Jacques, Micah

E.H.S. Alumni Spirit Award
E.H.S. Staff Bursary
Indigenous Student Success Award - Wisdom

Lighthouse Award

OSSTF Technical Award
Sylvio Proulx Memorial Bursary

Kraan, Sofie

Alex and Joyce Caldwell Bursary
Brokerlink Bursary
Freelandt Caldwell Reilly, LLP Bursary
St. Jude Catholic Women's League Bursary

Lawrence, Shawn

Township of Naim and Hyman Bursary

Ligi, Kameryn

Auxiliary - ERHHC Bursary
E.H.S. Alumni Spirit Award
Tanner's Independent Grocer Staff Bursary

MacDonald, Allison

Harold Rawn Mathematics Award
Rose Fox Memorial Mathematics Award

Martin, Jeana

Espanola Chapter No. 527 Masons Bursary
Royal Canadian Legion Bursary
Spartan Athletic Achievement Bursary

Massicotte, Zachary

Quantum Builders Bursary

McGregor, Raidyn

Indigenous Student Success Award - Bravery
McGregor Bay Association - Louis Polk Bursary
Whitefish River First Nation Award

Megwanabe-McGregor, Quintin

Indigenous Student Success Award - Respect
McGregor Bay Association - Louis Polk Bursary
Wellington Mowry Memorial Bursary
Whitefish River First Nation Award

Meier, Maxwell

Compass Group Bursary

Morrell, Grace

Manitoulin North Shore Federation of Agriculture Bursary
Manitoulin-West Sudbury Dairy Producers Committee Bursary

Mullen, Claudia

Harold Rawn Mathematics Award

Nahwegahbow, Cara

Espanola Lions Club - Herman Dorriesfield Scholarship

O'Farrell, Kaydan

Algoma Chrysler Ltd. Scholarship
E.H.S. Staff Bursary
Espanola Home Hardware Trade Bursary
Grant Eccleston Trade School Scholarship

Owl, Melissa

Lisa Cole-Mailloux Bursary

Pandey, Punya

Espanola Lions Club - Harvey Dodge Scholarship
Peter Podlatis Memorial Bursary
Rose Fox Memorial Mathematics Award

Presley, Mackenzie

Espanola Regional Hospital & Health Centre Bursary
Township of Sables-Spanish Rivers Bursary

Renaud, Michael

Harold Rawn Mathematics Award
Specialist High Skills Major Award - Business

Riebel, Andy

Compass Group Bursary

Ritchie, Matthew

Specialist High Skills Major Award - Hospitality and Tourism

Shay, Samara

Espanola Royal Purple Elks Bursary
Wellington Mowry Memorial Bursary

Shean, Leland

Espanola Lions Club Merit Award

Shipton, Tyler

Calvary Church Bursary
E.H.S. Stage Band Bursary

Smith, Teagan

Cambrian College Secondary School Achievement Award
Spanish River Chapter #237 - Order of the Eastern Star Bursary

Solomon, Nyssa

E.H.S. Student Parliament Bursary

Southwind, Cadence

Lee Valley Autumn Leaves Bursary

Southwind, Jesse

Indigenous Student Success Award - Bravery

Tabobondung, Shenandoah

Cambrian College Employment Options Award
Indigenous Student Success Award - Truth

Trudeau, Christopher

Indigenous Student Success Award - Humility

Wabegijig-Cooper, Trinity

E.H.S. Student Parliament Bursary
Indigenous Student Success Award - Love

Wilson, Cheyenne

Espanola Horticultural Society Bursary

Yarkie, Evanlee

E.H.S. Student Parliament David Byers Memorial Bursary
Espanola Little Theatre Margaret Best Memorial Award
Northern Life Church Scholarship
Robbie Campbell Memorial Bursary

Yusko, Keira

Espanola Little Theatre Bursary

LASALLE SECONDARY SCHOOL

Akinbola, Oluwafunmilayo

Lasalle Alumni Bursary

Alzahrar, Maria

Kristina Rivard Gobbo Bursary
Lasalle Alumni Bursary

Alzahrar, Mohamad

Kristina Rivard Gobbo Bursary
Lasalle Alumni Bursary

Angel Guzman, Santiago

Ryan O'Gorman Innovative Thinker Award

Belgica, Cedric

Carl Globensky Memorial Award

Brenton, Destiny

Lasalle Secondary 60th Reunion Bursary

Byers, Raiden

Jaak Valiots Memorial Bursary

Carlson, William

Lasalle Arts Award

Chadwick, Lauren

Lasalle Achievement Award

Daybutch, Luka

Indigenous Student Success Award - Honesty

Denis, Erika

Lasalle Alumni Bursary

Dewar, Jesse-Daniel

Specialist High Skills Major Award - Construction

Hadner, Lochlan

Specialist High Skills Major Award - Transportation

Hodgins, Ava

Award for Academic Excellence
Lasalle Modern Language Award
Lasalle Science Award
Lasalle Students' Council Award
Lasalle Students' Council Souvenir
Most Outstanding Student Award
Specialist High Skills Major Award - Energy

Hodgins, Christian

Indigenous Student Success Award - Respect
Len Thompson Memorial Bursary

Houlahan, Jersey

Greater Sudbury Police Service Diversity Advisory Committee Bursary
Lasalle Alumni Bursary

Idemudia, Precious

Compass Group Canada Award
Lasalle Students' Council Souvenir
Principal's Award for Student Leadership
Sudbury Ladies' Volleyball Association Award
Weaver Simmons LLP Award

Idemudia, Promise

Lane Family Memorial Bursary
Lasalle Students' Council Souvenir
Principal's Award for Student Leadership

Kielek, Maximilian

Ministry of Education Skilled Trades Bursary
Specialist High Skills Major Award - Millwright

Lacroix, Nathan

Lasalle Business Award

Laporte, Abigail

Lasalle English Award
Sudbury Ladies' Volleyball Association Award

Larocque, Kiara

Schulich Builders Scholarship

Lawson, Amy

Lasalle Achievement Award
Lasalle Vivre en Français Award
SISU Award for Student Engagement
Sudbury Ladies' Volleyball Association Award

Lazarus, Nate

Indigenous Student Success Award - Love

Leclair, Isabelle

Specialist High Skills Major Award - Business
Sudbury Ladies' Volleyball Association Award

Ley, Kendra

Compass Group Canada Award
Indigenous Student Success Award - Wisdom
Sport Health Academics & Leadership Award

Lopez Cueva, Richard

Lasalle Parent Advisory Council Bursary

Mackey, Curtus

Lasalle Achievement Award
Sport Health Academics & Leadership Award

Martin, Rylin

Bharti School of Engineering Award
Lieutenant Governor's Community Volunteer Award
SISU Award for Student Engagement

McAllister, Grace

Tim Hortons Community Involvement Award

Montgomery, Makya

Lasalle Business Award

Noel, Kaitlyn

Special Academic Award

Paulin, Chloe

Schulich Builders Scholarship

Payment, Brody

Lasalle Business Award
Lasalle Mathematics Award

Peltier, Marlon

Indigenous Student Success Award - Bravery
Lasalle Award of Merit

Quevillon, Damien

Cambrian College Secondary School Achievement Award

Radey, Adasyn

Lasalle Physical Education Award
Specialist High Skills Major Award - Sports
Sudbury Ladies' Volleyball Association Award

Repuska, Michael

Jim Turcott Memorial Bursary

Sintic, Jacob

Governor General's Academic Medal

Tobe, Jeff

Cambrian College Dual Credit Award
Ministry of Education Skilled Trades Bursary

Trudeau, Silas

Indigenous Student Success Award - Humility

Wadge, Ethan

Lasalle Staff Association Award

Watts-Laframboise, Dylan

Lasalle Achievement Award
Lasalle Lancer of Note Award
Lasalle Play Production Award

Young, O'Sean

Indigenous Student Success Award - Truth

LIVELY DISTRICT SECONDARY SCHOOL

Abel, Evan

Indigenous Student Success Award - Humility
Manitoulin Transport Award

Abitong, Rickaydia

Indigenous Student Success Award - Truth

Bennett, Sammy

Bernice Gorman Bursary
Walden Daycare Award
in Memory of Marlene Marshall

Chatwell, Trinity

Health Science Achievement Award

Dampier, Laura

Cambrian College Dual Credit Award
Indigenous Student Success Award - Wisdom
Learn to Work Bursary

Dewit, Paige

Ceming (Lively Apartments) Science Award
Student Achievement Award

Doyle, Jessie

Edo Catherine Lively Memorial Scholarship
Specialist High Skills Major Award - Information and Communications Technology

Ducharme, Bosco

Fashion Fair Business Award
Walden Oldtimers Hockey Club Award

Duval, Isaac

Carman Construction Computer Technology Award

Gosselin, Alex

Walden Family Drugstore Award

Hallett, Grace

Indigenous Student Success Award - Love
Royal Canadian Legion Chelmsford Fellowship Award

Horne, Trent

Kent Cousineau Memorial Award
Matt's Plumbing Award

Horner, Nathan

Council of Ontario Senior Business Officials Award
Joan Gawalko Bursary
Lieutenant Governor's Community Volunteer Award

Jewitt, Ben

Dalron Homes Award
Do-It-All Contracting Award

Johnson, Kaileigh

Friendship Masonic Lodge Award

Kirwan, Karina

Lively District Secondary School Reunion Award
Meadowbrook Scholarship
OSSTF District 3 - Citizenship Bursary
Queenie Svensk Bursary
Walden Senior Citizens and Pensioners Award
Wilkin Family Community Award

Koop, Chelsea

Health Science Achievement Award
Specialist High Skills Major Award - Environmental

Kruger, Indigo

Joan Mantle Music Trust Award
Torry McIntyre Memorial Award
University of Toronto Book Award

Kultalahti, Paige

Futurescape Landscaping Award
Kelsey Erin Hamilton Memorial Award
Specialist High Skills Major Award - Sports

Lariviere, Logan

Do-It-All Contracting Award
Skilled Trades Bursary

Legault, Monica

Lifetouch Award
Student Achievement Award

Maanselka, Ryan

Bharti School of Engineering Award
Compass Group Canada Award
Edo Catherine Lively Memorial Scholarship
Specialist High Skills Major Award - Mining
Valedictorian Award

McDonald, Michaela

Matt's Plumbing Award

McLean, Sydney

Adrian McLean Memorial Award
Ceming (Lively Apartments) Science Award
Governor General's Medal
Joan Gawalko Bursary
L.D.S.S. Student Council President's Award
Most Outstanding Student Award
Principal's Award for Student Leadership
Richard S. Stephenson Memorial Scholarship
Schulich Leader Scholarship Nominee
Walden Home Hardware Mathematics Award
Wilkin Family Community Award

McLeod-Leroy, Ross

Cambrian College Secondary School Achievement Award

Nebenionquit, Sequoia

Indigenous Student Success Award - Bravery
Royal Canadian Legion Chelmsford Fellowship Award

Oshell, Wyatt

Ontario Council of Technological Educators Award
Skilled Trades Bursary

Paredes, Joshua

Bharti School of Engineering Award
Do-It-All Contracting Award
Howard Scott Memorial Award

Paredes, Noah

Audrey Kirwan Memorial Award
Hawk School Spirit Award
Walden Family Drugstore Award

Roberge, A.J

Lively Pharmacy Student Achievement Award

Saikkonen, Carter

Indigenous Student Success Award - Honesty
Vincent Campbell Memorial Award
Walden Welding Award

Saikkonen, Tyson

Indigenous Student Success Award - Respect
Lively Pharmacy Student Achievement Award

Smith, Tishara

Nucor Harris Rebar Award

Sobiera, Carley

Meadowbrook Scholarship
Valedictorian Award
Walden Senior Citizens and Pensioners Award

Stos, Payton

Rick Desjardins Memorial Award
Walden Senior Citizens and Pensioners Award

Tarr, Lindsay

Cambrian College Secondary School Achievement Award
Futurescape Landscaping Award
Hawk School Spirit Award

Tomlinson, Bria

Walden Oldtimers Hockey Club Award

Vaillancourt, Luke

Greater Sudbury Police Pipe Band Scholarship

Vezina, Carter

Tim Hortons Award

LOCKERBY COMPOSITE SCHOOL

Assiniwe, Elizabeth

Cheryl Grant Memorial Award
Indigenous Student Success Award - Wisdom

Bain, Blake

Skilled Trades Bursary

Beauvais, Ayla

Indigenous Student Success Award - Respect

Bell, Dawayne

Secondary School Student Achievement Award

Berardelli, Emma

Joan Mantle Music Trust Award
Specialist High Skills Major Award - Health and Wellness

Bernier, Aiden

Bharti School of Engineering and Computer Science Award
Viking Character Award

Bertrand, Zander

Indigenous Student Success Award - Humility

Bertrim, James

Dan Taylor Team Aquatic Supplies Regional Scholarship
Dave Kensit Memorial Scholarship
Dr. Heather Galbraith Varsity Student Athlete Swimming Scholarship
Michael Trevisiol Memorial Award
Ontario Principals' Council Student Award
Selwyn Sage Most Outstanding Male Athlete Scholarship
University of Ottawa Entrance Scholarship
University of Ottawa Varsity Swim Team Athletic Financial Scholarship

Binks, Liam

F. Jean MacLeod Scholarship
Selwyn Sage Most Outstanding Male Athlete Scholarship

Bisson, Danysha

Brian Baggs Memorial Award

Bortolus, Miryana

FCR Accounting Award

Caranagal, Kayla

Deluxe Nails & Spa Award

Centis, Maxx

Breen Keenan Memorial Award

Chabot-Boucher, Jaydyn

Learn to Work Bursary
Specialist High Skills Major Award - Health and Wellness

Cooper, Haven

Nickel City Sound Award

Cormier, Shaun-Emily

Cambrian College Secondary School Achievement Award
Specialist High Skills Major Award - Information and Communications Technology

Davidson, Noah

Skilled Trades Bursary

Debassige, Ashton

Dual Credit Award
Indigenous Student Success Award - Truth

Diavolitsis, Alissa

F. Jean MacLeod Scholarship
Selwyn Sage Most Outstanding Female Athlete Scholarship

Dumais, Samuel

Bharti School of Engineering and Computer Science Award

Dusick, Sierra

Positive Culture Award

Gannon, Brooke

Volunteerism Award in the Arts

Granthien, Brennan

Bharti School of Engineering and Computer Science Award

Huskinson, Charli

Dave Cole Memorial Award
OSSTF Technical Award

Igbinoba, Davidson

Lockerby Staff Association Bursary

Innis, Avani

Lockerby Reunion Award
University of Guelph Entrance Scholarship

Jolette, Jocelyn

Dave Cole Memorial Award

Jones, Bay

Breen Keenan Memorial Award

Landtot, Andrew

Specialist High Skills Major Award - Mining

Lavallee, Danielle

Eddie's Restaurant Award

Lecour, Rebecca

Jack and Maija Ceming Award for Excellence in Arts

Lemieux, Jenna

Specialist High Skills Major Award - Mining

Lessard, Brianna

Metal-Air Bursary

Lievers, Rebecca

Peter Roman Music Award

Martin, Grace

Lockerby Staff Association Bursary

Maybee, William

A&J Home Hardware Award

McCarthy, Presley

Volunteerism Award in the Arts

Melanson, Arianna

John Cook Bursary Award

Mesenegeeshik, Mathias

Indigenous Student Success Award - Honesty

Monahan, Austin

FCR, LLP Accounting Award

Morrissey, Norah

Back2Health Award

Moxam, Ella

Laurentian University School of Natural Science Award

Munro, Keyna

Skilled Trades Bursary

Pineau, Lauren

Selwyn Sage Most Outstanding Female Athlete Scholarship

Poulin, Chloe

Lockerby Reunion Award
Lockerby Staff Association Bursary

Prosperi, Evelyn

Sudbury Multicultural and Folk Arts Association Award

Rietze, Emilia

East Side Mario's Award

Rolston, Kate

Lockerby Reunion Award

Romanko, Alexandra

McEwen School of Architecture BAS Entrance Scholarship

Roney, Brendan

Bharti School of Engineering and Computer Science Award

Ruiz, Andrea Milena

Sudbury Multicultural and Folk Arts Association Award

Saarenoja-Perreault, Alison

Student Council Bursary

Sablok, Udayan

Deluxe Nails & Spa Award

Schulte-Hostedde, Ivy

Royal Canadian Legion Ladies' Auxiliary Branch #564 Award

Schwendener, Fiona

Lockerby Staff Association Bursary

Selamatizidis, Adam

Jack and Maija Ceming Award for Excellence in Chemistry
Jack and Maija Ceming Award for Excellence in Mathematics
Lieutenant Governor's Community Volunteer Award
Ontario Principals' Council Award
Royal Canadian Legion Ladies' Auxiliary Branch #564 Award
Specialist High Skills Major Award - Information and Communications Technology
University of Toronto Book Award

Siemann, Matthias

Lockerby Reunion Award

Smith, Drake

Carleton University Entrance Scholarship
Lockerby Environmental Bursary

Smith, Ella

Taylor Marshall - Snow Squad Award

Sorrell, Jamieson

Brian Baggs Memorial Bursary

Storms, Kaylee

Outstanding Artist Award
Indigenous Student Success Award - Bravery

Sullivan, Maeva

Bruce Hutton Northern Cancer Foundation Bursary

Swiatek, Mattea

Bharti School of Engineering and Computer Science Award

Tan, Lily

Outstanding Artist Award
University of Toronto Scarborough Entrance Scholarship

Tessier, Owen

Skilled Trades Bursary

Thorsteinson, Maija

Canada Award
Jamie Gougeon Memorial Bursary
McGill University Entrance Scholarship
Michael Rollins Memorial Award

Tripodi, Mary

Edge Photography Award
Jack and Maija Ceming Award for Excellence in Physics

Tushingam, Frankie

Laking Toyota Award

Uguccioni, Elizabeth

Bruce Hutton Northern Cancer Foundation Bursary
Laura Costea Memorial Award
Queen's Principal's Scholarship for Bachelor of Applied Science

Watson, Adam

Lockerby Staff Association Bursary

Xilon, Colton

Indigenous Student Success Award - Love

Yoo, Yun

Messier's Your Independent Grocer Award
University of Waterloo President's Scholarship

LO-ELLEN PARK SECONDARY SCHOOL

Acheampong, Rosemary
Cambrian College Secondary School
Achievement Award

Acheampong, Rosina
East Side Mario's
Co-operative Education Award

Alexander, Sophie
Lo-Ellen Park School Advisory Council
Award

Antonioni, Lucas
Lo-Ellen Park Knight of Distinction
Award

Barney, Jacob
Lo-Ellen Park School Advisory Council
Award

Bilgasem, Adam
Lo-Ellen Park Alumni Scholarship

Bolton, Aaron
John Cook Award

Boudreau, Sarah
Lo-Ellen Park Alumni Scholarship

Bourget, Bree
Most Outstanding Student Award
Ontario Principals' Council
Student Leadership Award
Queen's University
Athletic Financial Scholarship
Viva Español Award

Bubba, Gracen
Jack and Maija Ceming Award

Carriere, Michael
Vicki Dale Prize for Excellence
in Mathematics

Cecutti, Sophia
Lo-Ellen Park Principal's Foundation
Award

Ceming, Kylie
Lo-Ellen Park Knight of Distinction
Award

Claridge, Owen
Lo-Ellen Park School Advisory Council
Award

Cleaver, Paige
Lo-Ellen Park Special Knight Award

Constantin, Sheldon
Indigenous Student Success Award -
Respect

Corrigan, Sean
James Wendler Technology Award

Cuza, Finlay
Andrea, Melanie and Stephanie
Raaska-Bran Memorial Award

Da Silva, Julia
Schulich Leader Scholar
Steve Matusch Memorial Award

Dobson, Owen
Lo-Ellen Park Graduation Foundation
Award

Dreger, Kami
Indigenous Student Success Award -
Honesty

Emond, Maya
Lo-Ellen Park Staff Award

Fabbro, Mikayla
Messier's Your Independent Grocer
Award

Foers, Owen
Lo-Ellen Park School Advisory Award

Fruehwald, Daniel
Lo-Ellen Park Alumni Scholarship

Fynn, Kendra
Lo-Ellen Park Graduation Foundation
Award

University of Ottawa
Entrance Scholarship

Gibeault, Brooke
Indigenous Student Success Award -
Bravery

Gill, Ekamjot
Sudbury Multicultural and Folk Arts
Association Award

Grossi, Massimo
Lo-Ellen Park Principal's Foundation
Award

Groulx, Christopher
Messier's Your Independent Grocer
Award

Guite, Audrey
Cambrian College Dual Credit
Achievement Award

Hamalainen, Lucas
Voima Athletic Club Scholarship

Harber, Cole
Lo-Ellen Park Knight of Distinction
Award

Harry, Jake
Baker Tilly SNT Secondary School
Bursary Award

Ietswaard, Jennifer
Specialist High Skills Major Award -
Environment

Ingram, Lily
Metal-Air Bursary
Specialist High Skills Major Award -
Construction

Jebreen, Madina
Lo-Ellen Park Alumni Scholarship

Joiner, Russell
Carleton University Entrance Scholarship
Lo-Ellen Park Knight Award

Kett, Madison
Lo-Ellen Park Principal's Foundation
Award

Khowaja, Armaan
Bharti School of Engineering Award
Edge Imaging Award

Kinnonen, Ethan
Bharti School of Engineering Award
Lo-Ellen Park Knight Award

Kolari, Teia
Lo-Ellen Park Staff Award

Krempel, Celeste
Andrea, Melanie and Stephanie
Raaska-Bran Memorial Award

Kuhlberg, Nolan
Brian Maxwell Memorial Scholarship
Joseph Bacon Athlete Award
Wilfrid Laurier University Academic
and Athletic Entrance Scholarship

Ladyk, Sam
Carleton President Scholarship
Specialist High Skills Major Award -
Business
Vale Canada Reserved Scholarship

Langille, Zoe
Visual Art Post-Secondary Award

Langley, David
Bharti School of Engineering Award
Specialist High Skills Major Award -
Manufacturing

Levesque, Stevie
Anna Maria College Merit Scholarship
Lo-Ellen Park Knight Award

Loney, Arden
Indigenous Student Success Award -
Love

Makela, Lara
Knights and Ladies of Kaleva Scholarship

Mansell, Daniel
Baker Tilly SNT Secondary School
Bursary Award

Mantle, Wilder
Edge Imaging Award

Martin, Maddix
Lo-Ellen Park Knight of Distinction
Award

Mathieu, Nolan
James Wendler Technology Award

McKague, Isabel
Lo-Ellen Park School Advisory Council
Award

Mehta, Raj
James Wendler Technology Award

Mohamed, Ahmed
McCall MacBain Loran Finalist Award

Moran, Jenna
Lo-Ellen Park Knight of Distinction
Award

Mullaly, Lucas
Laurentian University
Entrance Scholarship
Vale Canada Reserved Scholarship

Nair, Kalyani
Patricia Ames Love of Literature Award

Nicklasson, Abigail
James Wendler Technology Award

Patel, Devan
IB Diploma Award
Northern Nissan Award

Potvin, Caleb
Schulich Builders Scholarship
Specialist High Skills Major Award -
Environment

Potvin, Maija
Ontario Principals' Council Scholarship
Voima Athletic Club Scholarship

Poxleitner, Jonah
Compass Group Innovation Award

Punjani, Nehan
Jack and Maija Ceming Award
Lieutenant Governor's Community
Volunteer Award
University of Toronto St. Michael's
Entrance Award

Raja Senthil, Jashwanthi
Lo-Ellen Park Graduation Foundation
Award

Rantala, Kate
Compass Group Innovation Award

Rantala, Markus
Lo-Ellen Park Graduation Foundation
Award

Rilkoff, Roan
Lo-Ellen Park Knight Award

Rismond, Tyson
Ontario Hockey League Scholarship

Robson, Mia
Lo-Ellen Park Knight Award

Ruff, Cameron
Specialist High Skills Major Award -
Transportation

Senyshch, Yana
Edge Imaging Award

Shanks, Kendra
Lo-Ellen Park Graduation Foundation
Award

Shukla, Arjun
Sudbury Multicultural and Folk Arts
Association Award

Smith, Brianna
Indigenous Student Success Award -
Truth
Jack and Maija Ceming Award

Sobush, Mackinley
Indigenous Student Success Award -
Wisdom

Western Continuing Admission of
Excellence for Indigenous Studies
Western Scholarship of Distinction

Solomon, Lennox
Indigenous Student Success Award -
Humility

Squires, Lana
Knights and Ladies of Kaleva Scholarship
Laurentian University
Entrance Scholarship
Lo-Ellen Park Knight of Distinction
Award
University of Toronto
National Book Award

Staffen, Hannah
John Cook Award

Sulston, Haydyn
CFUW Doris Thompson Lane Memorial
Scholarship
Lo-Ellen Park Graduation Foundation
Award

Sundaram, Eric
Andrea, Melanie and Stephanie
Raaska-Bran Memorial Award
Drew Thompson Scholarship from
Trinity College at University of Toronto
University of Toronto Scholar Award

Taylor, Jasmine
Joan Mantle Music Trust Award

Teddy, Sarah
Lo-Ellen Park School Advisory Council
Award

Thom, Jacob
Jack and Maija Ceming Award

Thomas, Grace
Laurentian University
Entrance Scholarship
Laurentian University
School of Natural Science Award

Tissot van Patot, Olivia
Lo-Ellen Park Principal's Foundation
Award
Prix d'immersion

Verrilli, Giada
Edge Imaging Award

Volpini, Mateo
Jack and Maija Ceming Award
Marchegian Association Award
University of Waterloo
President's Scholarship

Willcock, Nathaniel
Bharti School of Engineering Award

Yurich, Mia
Lo-Ellen Park Principal's Foundation
Award

MANITOULIN SECONDARY SCHOOL

Allison, Rhys
All Saints Anglican Church Bursary
Freshwater Community Church Bursary
J. K. Automotive Bursary
Joan Mantle Music Award
Lions Club of Central Manitoulin Bursary
Royal Canadian Legion, Branch#177
Bursary
Royal Canadian Sea Cadets Bursary

Assinewai, Kaylee
Art Department Award
Brad Middleton Memorial Bursary
Jakes Home Centre Bursary
Manitoulin Student Aid Fund Bursary
United Chiefs & Council Bursary

Barnes, Mckenna
O.G. Davies Coop Bursary
Orr's Valu-mart Bursary
Ron Becks Memorial Bursary
Rona Home Centre Bursary
Specialist High Skills Major Award -
Agriculture
Todd Corbiere Memorial Bursary

Beaudin, Odemin
BMO, Bank of Montreal Bursary
M'Chigeeng First Nation Bursary
Manitoulin Transport Bursary
Osawaldine Argmann Memorial Bursary

Chapman, Katie
Learn First Bursary
Manitoulin Health Centre
Auxiliary Bursary
Marcel & Wendy Gauthier Bursary
Mindemoya Hospital Auxiliary Bursary
Mindemoya Family Health Team Bursary

Cooper, Ethan
First General Services, Manitoulin
Bursary
Lions Club of Central Manitoulin Bursary
Municipality of Central Manitoulin
Bursary
Todd Corbiere Memorial Bursary

Cress, Nicole
Fuel the Fire Bursary
Manitoulin Physio Centre Bursary
Mindemoya Hospital Auxiliary Bursary
Tehkummah First Response Bursary
Tehkummah Township Bursary
Tehkummah Triangle Club Bursary

Debassige, Damion

Island Foodland Bursary
Life Touch Bursary
M'Chigeeng First Nation Bursary
Oswaldine Armann Memorial Bursary
Todd Corbiere Memorial Bursary
United Chiefs & Council Bursary

Desroches, Rylie

Big Lake Women's Institute Bursary
Carl Brown & Sons Bus Lines Bursary
Earle Gilmore Bursary
Manitoulin Snowdusters Bursary
Maria McDermid Bursary
Municipality of Central Manitoulin Bursary
Todd Corbiere Memorial Bursary

Ferguson, Cameron

Bill & Betty Ferguson Memorial Bursary
Gore Bay Manitoulin Lodge Auxiliary Bursary
Lions Club of Little Current Bursary
Manitoulin Centennial Manor Auxiliary Bursary

Francis, Kali

Gore Bay Manitoulin Lodge Auxiliary Bursary
Manitoulin Health Centre Auxiliary Bursary
Marjorie Young Memorial Bursary
Mindemoya Hospital Auxiliary Bursary

Francis-Debassige, Aysia

Anne Debassige Memorial Bursary
M'Chigeeng First Nation Bursary
Manitoulin Family Resources Bursary
Semeniuk Law Office Bursary

Gibbons, Zachary

Central Manitoulin Public School Bursary
Lions Club of Central Manitoulin Bursary
Manitowaning Home Hardware Building Centre Bursary
Millennium Bursary

Hare, Gabe

Gwen Middaugh-Young Memorial Bursary
M'Chigeeng First Nation Bursary
Manitoulin Student Aid Fund Bursary
Shane Bebonang Memorial Bursary
Todd Corbiere Memorial Bursary

Hare, Hudson

Community Living Manitoulin Bursary
Family Studies Bursary
Gore Bay Daycare Bursary
M'Chigeeng First Nation Bursary

Hare, Landon

Friends of Misery Bay Bursary
M'Chigeeng First Nation Bursary
Marc Hovingh Memorial Bursary
Mindemoya Guardian Pharmacy Bursary
Mindemoya Minor Hockey Bursary
Split Rail Brewery Bursary

Hembruff-Rohn, Jayden

D.H. Electrical Trades Award
Manitoulin Student Aid Fund Bursary
Northeastern Manitoulin and Island Bursary
Technical Trade Apprenticeship Bursary
Todd Corbiere Memorial Bursary

Hore, Alex

Coral & John Collins Bursary
Har-Cor Diesel Bursary
Manitoulin Broadcasting, Country 103 Bursary
Manitoulin Student Aid Fund Bursary
Spanish River Chapter #237 - Order of the Eastern Star Bursary

Hughson, Cord

Bill & Betty Ferguson Memorial Bursary
Irene Cadieux-Wood Memorial Bursary
Manitoulin Student Aid Fund Bursary
Todd Corbiere Memorial Bursary
Trinity United Church Scholarship

Jeffkins, Isabella

Art Department Award
Billings Municipality Bursary
Campbell Horticultural Society Bursary
Gordon & Barrie Island Municipality Bursary
Gordon Women's Institute/Rev. Munro Memorial Bursary
Manitoulin Cattleman & Soil Crop Associations Bursary
Manitoulin West Sudbury Scholarship
North Shore Agricultural Federation Bursary

Keatley, Alexander

Douglas Allen Bursary
Dr. RB & JB McQuay Memorial Scholarship
Governor General Academic Award
Joseph & Madeline Rizzuto Scholarship
Northeastern Manitoulin and the Islands Bursary

Kimewon, Nathaniel

Rotary Club of Gore Bay Bursary
Steele Family Bursary
Todd Corbiere Memorial Bursary

Kuntsi, Jocelyn

Bravissimo Music Award
Classic School of Dance Bursary
Douglas Allen Bursary
Manitoulin Secondary School Students' Council Bursary

Latva-Aro, Sydney

A.J. Bus Lines Award
Little Current Medical Associates Bursary
Manitoulin Fine Arts Bursary

Leighton, Mason

Gordon & Barrie Island Municipality Bursary
Gore Bay Bursary
Lions Club of Western Manitoulin Bursary
Lyons Memorial United Church Bursary
Royal Canadian Legion Western Manitoulin Bursary

Lentir, Katelyn

All Saints Anglican Church Bursary
Central Manitoulin Public School Bursary
Manitowaning Home Building Centre Bursary
Mindemoya Hospital Auxiliary Bursary
Providence Bay Agricultural Society Bursary
Ron Becks Memorial Bursary
Spring Bay Pentecostal Church Bursary

Lockyer, Riley

John & Jennie McCulloch Memorial Bursary
Lions Club of Little Current Bursary
Marcel & Wendy Gauthier Bursary
Todd Corbiere Memorial Bursary

Mastelko, Brett

Manitoulin Rentals Bursary
Manitoulin Snowdusters Bursary
Royal Canadian Legion Branch #177 Bursary
Specialist High Skills Major Technical Award
Todd Corbiere Memorial Bursary

Naokwegijig, Noelle

Christopher & Loraine Stewart Bursary
Jakes Home Centre Bursary
Specialist High Skills Major Award - Arts and Culture

Orford, Laura

BMO, Bank of Montreal Bursary
Municipality of Central Manitoulin Bursary

Otosauaiob, Marcus

Assignack Municipality Bursary
Lions Club of Southeastern Manitoulin Bursary
Manitowaning Agriculture Society Bursary
Manitowaning Guardian Pharmacy Bursary
Semeniuk Law Office Bursary

Peltier, Jorja

Albert & Joan Rapski Bursary
Little Current Fish & Game Bursary
Manitoulin Nature Club Bursary
Manitoulin Secondary School Three Fires Scholarship
Meeker's Management Services Bursary
Peter Nelson Memorial Bursary
Principal's Award for Excellent Leadership

Quinlan, Caleigh

Billings Municipality Bursary
Flower Hutch Bursary
Manitoulin Transport Scholarship
Marie Foster Memorial Bursary
Mindemoya Hospital Auxiliary Bursary
Split Rail Brewery Bursary

Settingington, Macie

Bruce Pope Memorial Bursary
John Budd Memorial Bursary
Knox United Church Bursary
Lions Club of Southeastern Manitoulin Bursary
Todd Corbiere Memorial Bursary

Shames, Sabrina

Learn First Bursary
Lions Club of Little Current Bursary
Little Current Guardian Pharmacy Bursary
Manitoulin Community Fitness Centre Bursary
Masonic Lodge Education Bursary
Steele Family Bursary
Wes Parkinson Memorial Bursary

Smith, Turner

Douglas Allen Bursary
Mindemoya Hospital Auxiliary Bursary

Toope, Jared

A.J. Bus Lines Bursary
Manitoulin Community Fitness Centre Bursary
Manitoulin Minor Hockey Bursary
Meeker's Management Services Bursary
O.G. Davies Memorial Bursary
Ted Jackson Memorial Bursary
Tom Porter Memorial Bursary

White, Steven

Assignack Municipality Bursary
John & Mary Buie Memorial Bursary
Knox United Church Bursary
Manitowaning Agriculture Society Bursary

Wood, Darwin

Best Bookkeeping Bursary
Howland Sr. Citizens Bursary
Manitoulin Transport Bursary
Reiner Blok-Anderson Memorial Bursary

SUDBURY SECONDARY SCHOOL**Baylosis, Thea**

Sudbury Secondary School
Dance Innovation Award
Specialist High Skills Major Award - Arts and Culture

Beange, Grace

Arts Education 30th Reunion Award
Robert Gawalko Award
Student Merit Award

Brabant-Shane, Anna

The B.A.F. Award

Chapais, Treston

Cambrian College Dual Credit Achievement Award
COMPASS Student Success Award
Spirit of Business Award

Chartrand, Tristan

Sudbury Secondary School
Culinary Arts Award

Cobersky, Lola

Excellence in Business Award
Harry Melnychuk Centennial Bursary
Jack and Maija Ceming Award for Chemistry
Kinesiology Award
Laurentian University School of Natural Sciences Bursary
Specialist High Skills Major Award - Health and Wellness
Sudbury Secondary Biology Award
Sudbury Secondary Engaging in Math Award

Cordoba Muneton, Whitney

Business Leadership Award
COMPASS Language and Communication Award
Sudbury Secondary North Star Award

Coutu, Sophie

Robert Gawalko Award
Sudbury Secondary School Council Award
Terpsichore Award

Doyle, Rayah

Media Arts Innovation Award

Duong, Ary

Mason Poratto-Mason LLP Law Award
Sudbury Teachers Lions Award

Eaton-Boehm, Caterina

Warna Timlock Award

Eekels, Saskia

COMPASS College English Excellence Award
Staff Award
Visual Arts Major Award

Ellsworth, Amber

Cambrian College Secondary School Achievement Award

Filiatreault, Connor

Carolyn Otto Music Award
Doug & Keith Stickles Bursary

Gainer, Kalle

Health Sciences Award
Kathleen Russell Award for French
Sudbury Secondary School Healthy Active Living Award

Holzer, Skylar

High Tech Class of '74 Reunion Bursary

Howard-Smith, Alyssa

Sudbury Secondary School
Dance Innovation Award

Jackson, Kendra

Benjamin Foote Mervin Award
Dramatic Arts Department Award for Writing
Ontario Principals' Council Student Leadership Award
Visual Arts Innovation Award

Jakel, Samantha

COMPASS Literacy Award
COMPASS Student Success Award

Kahle-Knox, Brooklyn

George Stelmack Music Award
Sudbury Secondary Achievement Award

Laakso, Sadie

Specialist High Skills Major Award - Arts and Culture
Sudbury Secondary School Dramatic Arts Award
The Crescendo Vocal Music Award

Lachapelle, Marris

Dance Award of Excellence
Harry Melnychuk Centennial Bursary
Philosophy Award

Lacroix, Kitt

Carrington Mathematics Award
COMPASS University English Excellence Award
Grade 12 Academic Awards of Excellence
Visual Arts Major Award

Lacroix-LaFrance, Melody

Denise Michalak Memorial Award
E.J. Wiley Music Award

Lees, Sophia

Kathleen Russell Award for French
Staff Award
The Challenge and Change Award

Lipic, Creek

Jean Hanson Memorial Scholarship

Martin, Haley

Personal Fitness Award
Robert and Vonnice Tyler Bursary

Needham, Raiven

Specialist High Skills Major Award - Construction

Paradis-Smit, Mackenzie

Denise Michalak Memorial Award
Sudbury Secondary Achievement Award

Perez Ocampo, Bryan

J. B. Wallace Award
Jack and Maija Ceming Mathematics Award

Plante, Thomas

Sudbury Teachers Lions Award

Provost, Evan

Accounting Award
Robert and Vonnice Tyler Bursary
Shawn Tilander Media Arts Bursary

Roy, Emma

Grade 12 Academic Awards of Excellence
Sudbury Secondary School Exposed Award
W. J. P. Mills Award

Schafer, Riley

Arts Education 30th Reunion Award

Woermke, Marshall

Shawn Tilander Memorial
Photography Award

**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 |
| Chelmsford Valley D.C.S. (K to Grade 8 - FI & EP) | Patrick Hopkin | 705.675.0225 |
| Churchill Public School | Jennifer Harvey | 705.566.5130 |
| Confederation Secondary School (Grade 7 & 8) | David Bertrim | 705.671.5948 |
| Copper Cliff Public School | Elizabeth Mack | 705.682.4721 |
| Lansdowne Public School (FI & EP) | Elisa McNeil | 705.675.6451 |
| Larchwood Public School | Kim Boulanger | 705.671.5944 |
| Lasalle Elementary School (K to Grade 6 - FI) | Kristen Pichette | 705.566.3935 |
| Lasalle Secondary School (Grade 7 & 8 - FI & EP) | Kristina Rivard Gobbo | 705.566.2280 |
| Levack Public School | Cheryl Vincent | 705.671.5943 |
| Lively District Secondary (Grade 7 & 8 - FI & EP) | Susan Kett | 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 | Kate MacKenzie | 705.671.5946 |
| Monetville Public School | Shannon Lafrance | 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 | Nadia Berardelli | 705.671.5942 |
| R.L. Beattie Public School (FI) | Stephen Winckel | 705.522.7178 |
| Redwood Acres Public School | Mark Patterson | 705.675.0202 |
| Valley View Public School (FI) | Carrie Wilson | 705.671.5956 |
| Walden Public School (FI & EP) | Kelly McCauley | 705.692.3602 |

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> | Laurie-Ann Lielkalns | 705.566.2302 |
| Chelmsford Valley District Composite School | Patrick Hopkin | 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 | Susan Kett | 705.692.3671 |
| Innovative Integrated Technology Program | | |
| Lockerby Composite School (FI & EP) | Ryan Lafraniere | 705.522.1750 |
| Science Technology Education Program | | |
| Lo-Ellen Park Secondary School (FI & EP) | Pamela Potvin | 705.522.2320 |
| International Baccalaureate Program | | |
| Sudbury Secondary School (FI & EP) | Heather Downey | 705.674.7551 |
| Arts Education Program | | |

ELEMENTARY SCHOOLS - ESPANOLA AREA

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

SECONDARY SCHOOL - ESPANOLA AREA

| School | Principal | Telephone |
|----------------------|-----------------|--------------|
| Espanola High School | Andrea Therrien | 705.869.1590 |

ELEMENTARY SCHOOLS - MANITOULIN ISLAND

| School | Principal | Telephone |
|----------------------------------|-----------------|--------------|
| Assiginack Public School | Julie Balen | 705.368.7010 |
| Central Manitoulin Public School | Melissa Brandon | 705.368.7005 |
| Charles C. McLean Public School | Robyn Best | 705.368.7015 |
| Little Current Public School | Tracey Chapman | 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 | Coleen Eberlein | 705.674.1221 |
| Cecil Facer Secondary School | Martin Punkari | 705.522.0196 |
| Child and Adolescent Mental Health Program | Coleen Eberlein | 705.674.1221 |
| Children's Treatment Centre | Coleen Eberlein | 705.674.1221 |
| French Immersion, Art Education and New Teacher Induction Program | Brenda Carr | 705.674.3171 ext. 8244 |
| Frank Flowers School Program | Martin Punkari | 705.524.3354 |
| Indigenous Education | Nicole Nicolas-Bayer | 705.674.3171 ext. 8224 |
| Jean Hanson Public School | Coleen Eberlein | 705.674.1221 |
| Mental Health | Sarah Clarke | 705.674.3171 ext. 8220 |
| Mishko-Ode-Wendam | Danielle Williamson | 705.674.3171 ext. 8201 |
| N'Swakamok Alternative School | Heather Downey | 705.674.2128 |
| Ontario Youth Apprenticeship Program | Jennifer Burns | 705.674.3171 ext. 8229 |
| Program | Daniel Koziar | 705.674.3171 ext. 7272 |
| Restart Program/O'Connor Park Program | Pablo Gil-Alfau | 705.671.5941 |
| Special Education Programs/Services | Danielle Williamson | 705.674.3171 ext. 8201 |
| Simulated Healthy Independent Living Opportunities Program | Coleen Eberlein | 705.522.1750 ext. 6559 |
| Student Success | Melanie Bertrand | 705.674.3171 ext. 8226 |
| Welcome Centre | Pablo Gil-Alfau | 705.675.0218 |
| Westmount Avenue Public School | Coleen Eberlein | 705.566.1770 |
| Transportation Inquiries (Sudbury Student Services Consortium) | 705.521.1234 (or visit businfo.ca) Toll Free: 1.877.225.1196 | |
| For bus cancellations, visit rainbowschools.ca and click on Transportation. | | |

FI - These schools offer the French Immersion Program.

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

All other schools offer the English Program.

TRUSTEES

| | | |
|--|--------------------|--------------|
| David Farrow – Chair | Sudbury, Area 1 | 705.688.6052 |
| Alex McCauley – Vice-Chair | Sudbury, Area 4 | 705.690.1207 |
| Bob Clement | Espanola, Area 8 | 705.869.2235 |
| Lisa Corbiere-Addison | Manitoulin, Area 7 | 705.282.4146 |
| Linda Debassige | First Nations | 705.210.9985 |
| Doreen Dewar | Sudbury, Area 5 | 705.682.9449 |
| Anita Gibson | Sudbury, Area 2 | 705.929.7842 |
| Judy Hunda | Sudbury, Area 6 | 705.507.4332 |
| Judy Kosmerly | Sudbury, Area 3 | 705.897.1603 |
| Tia Nootchtai - Student Trustee | | |
| Alexandra Wilson-Zegil - Student Trustee | | |

ADMINISTRATION

| | | |
|----------------------|---|---------------------------|
| Centre for Education | 705.674.3171 | Toll Free: 1.888.421.2661 |
| Bruce Bourget | Director of Education | ext. 7236 |
| Lesley Fisher | Superintendent of Schools | ext. 7213 |
| Adam Guilbault | Superintendent of Business | ext. 7235 |
| Maureen McNamara | Superintendent of Schools | ext. 7213 |
| Kathy Wachnuk | Superintendent of Schools | ext. 7235 |
| Leslie Mantle | Senior Administrator | ext. 7236 |
| Nicole Charette | Senior Advisor | ext. 7217 |
| | Corporate Communications and Strategic Planning | |