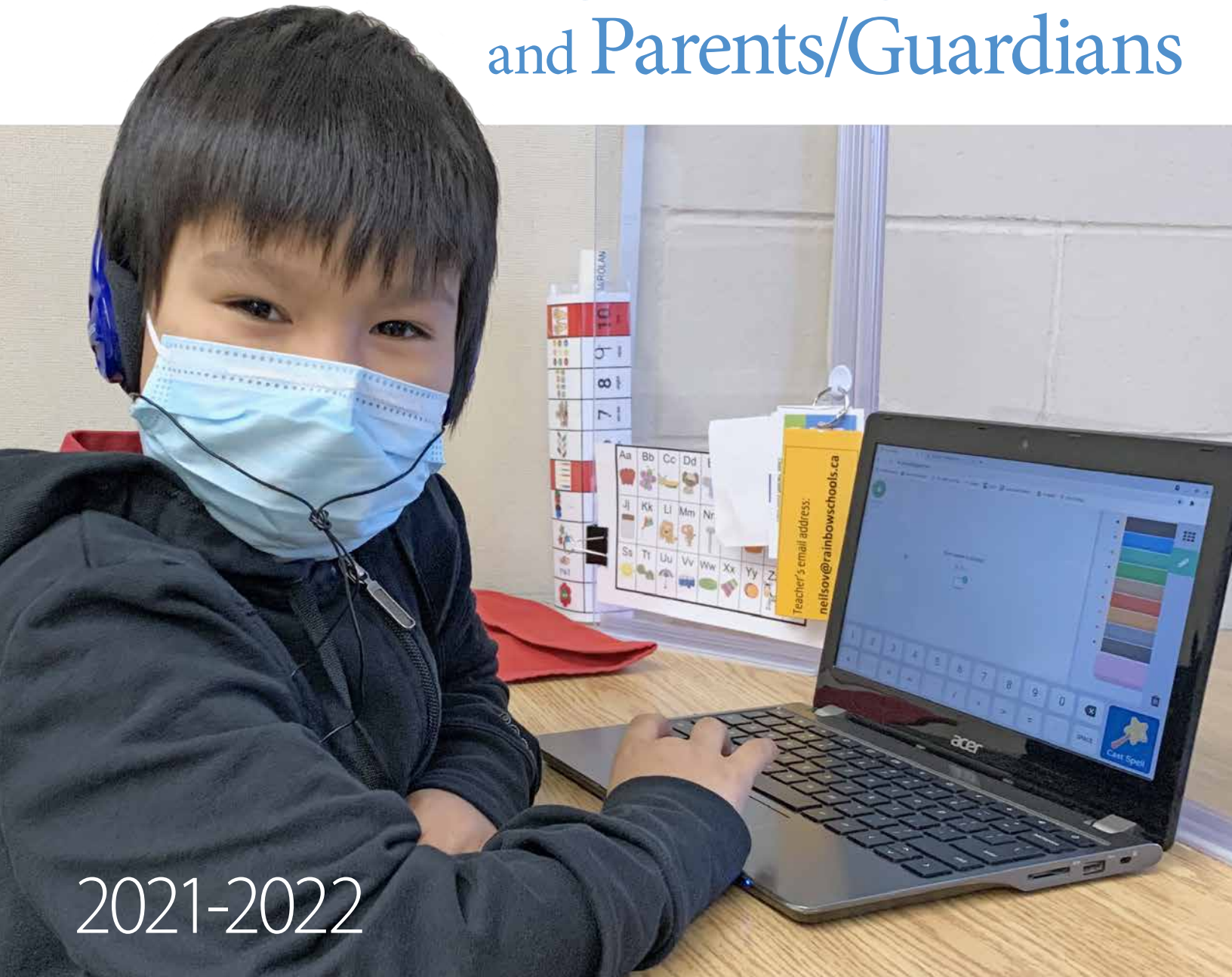




## A Guide for Students and Parents/Guardians



2021-2022



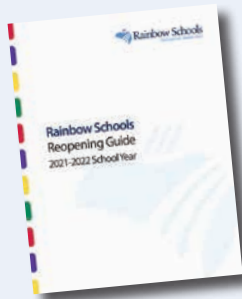
# REOPENING

On behalf of Trustees, I would like to extend a warm welcome to all students and families as we reopen Rainbow Schools for the 2021-2022 school year.

Whether you are attending school in person or online, our educators and support staff look forward to embarking on your journey of learning together.

As always, the health and safety of students, staff, parents/guardians and the communities that we serve is the first and foremost priority.

We encourage you to read the Reopening Guide for Rainbow Schools to learn about the many protocols being implemented in response to COVID-19.



We are taking a cautiously optimistic approach as we balance structure with safety.

There will also be more support for mental health with a focus on developing resiliency skills, managing stress, and building positive relationships.

Providing a strong circle of care in this time of continued uncertainty is more important than ever.

While we resume teaching and learning, and re-introduce extra-curricular activities for students, you can be assured that we remain focused on student well-being and achievement.

Rainbow Schools will maximize opportunities for students and help them reach their full potential.

*Happy new school year!  
Stay safe.*

**Doreen Dewar**  
Chair, Rainbow District School Board

## Trustees: Your Voice at the Board



**Doreen Dewar**  
Board Chair  
705.682.9449



**Dena Morrison**  
Board Vice-Chair  
705.560.8294



**Bob Clement**  
705.869.2235



**Linda Debassige**  
705.210.9985



**Anita Gibson**  
705.929.7842



**Judy Hunda**  
705.507.4332



**Judy Kosmerly**  
705.897.1603



**Kerrie St. Jean**  
705.525.8684



**Margaret Stringer**  
705.348.0411

### Sudbury, Area 5

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

### Sudbury, Area 4

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

### Espanola, Area 8

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

### First Nations

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

### Sudbury, Area 2

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

### Sudbury, Area 6

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

### Sudbury, Area 3

- Redwood Acres Public School
- Valley View Public School
- Confederation Secondary School

### Sudbury, Area 1

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

### Manitoulin, Area 7

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



**Michael Yao**  
Student Trustee  
Lo-Ellen Park Secondary School

# RECONNECTING

With a new school year, we look forward to safely reconnecting with students and families in person and online in Sudbury, Espanola and Manitoulin Island.

Getting students back to school for in-person learning and extra-curricular activities is important for their overall development and well-being. As we reopen, we must remember that we all have a role to play in limiting the spread of COVID-19. This begins at home before leaving for school.

Parents/guardians are required to use the COVID-19 School Screening Tool: <https://covid-19.ontario.ca/school-screening/> daily, assess how their children are feeling, and ensure they stay home if they are sick.

Secondary students can self-screen and monitor for symptoms. The COVID-19 pre-screening questionnaire is on the board website at the following link: <https://www.rainbowschools.ca/parents/coronavirus/reopening/>

Protocols, including requirements to wear masks, are outlined in the Reopening Guide for Rainbow Schools which is available at [rainbowschools.ca](http://rainbowschools.ca). We invite parents/guardians to review the protocols with their children and reinforce them at home. Everyone will be expected to follow safety measures at all times. In the days to come, we will continue to keep families informed through our website, Facebook page and school communication channels.

As your Director of Education, I will be reaching out to school communities to seek input on the creation of a new strategic plan. Together, we will define our priorities as we nurture students to become confident, capable and contributing members of society.

*Thank you for working together to keep everyone safe.*



**Bruce Bourget**  
Director of Education,  
Rainbow District School Board

## Executive Council



**Bruce Bourget**  
Director of Education



**Dennis Bazinet**  
Superintendent of Business



**Lesley Fisher**  
Superintendent of Schools



**Judy Noble**  
Superintendent of Schools



**Kathy Wachnuk**  
Superintendent of Schools



*Strategic Directions is available online at [rainbowschools.ca](http://rainbowschools.ca). Click on About Us.*

*Annual reports are also available online.*

## Vision

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

## Mission

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

## Values

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

## Priorities

### Reaching minds.

- ◆ Provide authentic and engaging learning opportunities
- ◆ Set high expectations and create excitement for learning
- ◆ Support students to reach their potential
- ◆ Foster 21st century skills and competencies
- ◆ Deepen literacy and numeracy skills

### Touching hearts.

- ◆ Nurture physical, mental, social and emotional well-being
- ◆ Forge strong relationships and build resiliency
- ◆ Honour diversity and enhance cultural understanding
- ◆ Value student, staff, parent/guardian and partner voice
- ◆ Celebrate student, staff, school and system success

## COMING SOON:

## CONVERSATIONS on STRATEGIC DIRECTIONS

**We value your input. Watch for details!**

# Kindergarten in Rainbow Schools

Something exciting is happening for four and five-year-olds!

- ◆ Four and five-year-olds attend school all day, every day.
- ◆ Open-ended materials spark children's natural curiosity.
- ◆ Classroom and outdoor learning environments are designed to maximize children's learning through play and inquiry.
- ◆ During our two-year program, children become involved in exciting projects that interest and engage them.
- ◆ Before and after school programs complement daytime experiences.



## Information Nights

**For the English Program**    **For French Immersion**

Tuesday, January 11, 2022    Thursday, January 13, 2022

5:30 pm to 6:30 pm

5:30 pm to 6:30 pm

*Schools offering English and French Immersion will host one information night on January 13, 2022.*

## Register for Kindergarten

Please bring your child's identification documents to the Kindergarten Information Night. Identification documents include birth certificate or birth registry/baptismal certificate, proof of residency, Ontario Health Card and an immunization record.

To register in advance, please complete the Elementary Registration Form at <https://www.rainbowschools.ca/register-now/registration/>. Completed forms can be emailed directly to schools or sent to [info@rainbowschools.ca](mailto:info@rainbowschools.ca).

**Note: The registration process is not complete until school staff receive the required identification documents.**



## Enrolment

For enrolment in Kindergarten, your child must be four years of age by the end of the calendar year.

Parents/guardians can enroll their children in the English Program or the French Immersion Program.

The English Program is exclusively in English. Core French instruction is introduced in Grade 4. In the Core French Program, students learn basic

French through songs, games, drama, and interactive activities for a specified period of time daily.

French Immersion immerses children in the French language, including cultural experiences, when they begin school. English language instruction is introduced in Grade 3 and gradually builds to an equal balance of French and English instruction by Grade 5. This ensures that students gain effective bilingual skills. This program is designed for parents/guardians to support their child to become fluent in both English and French.

## Register early and reserve your child's spot for Kindergarten orientation

All Rainbow Schools will offer an orientation for children who are starting Kindergarten in September 2022. At the orientation session, families will connect with Kindergarten teachers, early childhood educators, school personnel and staff from community agencies.



# Seamless entry:

## From licensed child care into school

Enroll your child in before and after school programs and pre-school child care being offered at area Rainbow Schools. **Please contact service providers directly to confirm availability and COVID-19 protocols.** Access a list of providers at: <https://www.rainbowschools.ca/parents/child-care-and-earlyon-services/>

Families wishing to access childcare in the City of Greater Sudbury must apply to the Child Care Registry first if their child is not of school age.

## Before and After School Programs

<b>A.B. Ellis Public School</b> 164 Mead Boulevard, Espanola	<b>Churchill Public School</b> 1722 Fielding Street, Sudbury	<b>Northeastern Elementary School</b> 45 Spruce Street, Garson
<b>Adamsdale Public School</b> 181 First Avenue, Sudbury	<b>Copper Cliff Public School</b> 50 School Street, Copper Cliff	<b>Princess Anne Public School</b> 500 Douglas Street West, Sudbury
<b>Alexander Public School</b> 39 St. Brendan Street, Sudbury	<b>Cyril Varney Public School</b> 1545 Gary Avenue, Sudbury	<b>Queen Elizabeth II Public School</b> 32 Dell Street, Sudbury
<b>Algonquin Road Public School</b> 2650 Algonquin Road, Sudbury	<b>Ernie Checkers Public School</b> 1570 Agincourt Avenue, Sudbury	<b>R.H. Murray Public School</b> 3 Henry Street, Whitefish
<b>Assignack Public School</b> 134 Michael's Bay Road, Manitowaning	<b>Lansdowne Public School</b> 185 Lansdowne Street, Sudbury	<b>R.L. Beattie Public School</b> 102 Loach's Road, Sudbury
<b>C.R. Judd Public School</b> 8 Lincoln Street, Capreol	<b>Larchwood Public School</b> 43 Main Street, Dowling	<b>Redwood Acres Public School</b> 4625 Carl Street, Hanmer
<b>Carl A. Nesbitt Public School</b> 1241 Roy Street, Sudbury	<b>Levack Public School</b> 100 High Street, Levack	<b>S. Geiger Public School</b> 355 Government Road, Massey
<b>Central Manitoulin Public School</b> 56 Yonge Street, Mindemoya	<b>Little Current Public School</b> 18 Draper Street, Little Current	<b>Valley View Public School</b> 1840 Valleyview Road, Val Caron
<b>Charles C. McLean Public School</b> 43 Hall Street, Gore Bay	<b>MacLeod Public School</b> 23 Walford Road, Sudbury	<b>Walden Public School</b> 249 Sixth Avenue, Lively
<b>Chelmsford Valley District Composite School</b> 3594 Highway 144, Chelmsford	<b>Markstay Public School</b> 7 Pioneer Street East, Markstay	<b>Westmount Avenue Public School</b> 511 Westmount Avenue, Sudbury

## Pre-school Licensed Child Care Programs

### Infant/Toddler/ Pre-school Care

A.B. Ellis Public School  
Adamsdale Public School  
Assignack Public School  
Central Manitoulin Public School  
Charles C. McLean Public School  
Churchill Public School  
Lansdowne Public School

Little Current Public School  
MacLeod Public School  
Markstay Public School  
Northeastern Elementary School  
S. Geiger Public School  
Valley View Public School

### Toddler/Pre-school Care

Algonquin Road Public School  
C.R. Judd Public School

Chelmsford Valley District  
Composite School  
Levack Public School

### Pre-school Care

Alexander Public School  
Ernie Checkers Public School  
Princess Anne Public School

# EarlyON

Child and Family Centre

## Supporting home, child care and school

### EarlyON Child and Family Centres

located in schools offer children 0 to 6 years of age and their families a place to meet, to learn and to grow together.

There are several EarlyON Centres, including the following in Rainbow Schools:

- ◆ Adamsdale Public School (*Our Children, Our Future - Outreach*)
- ◆ Algonquin Road Public School (*South End Centre*)
- ◆ Assignack Public School (*Assignack Centre*)
- ◆ C.R. Judd Public School (*Our Children, Our Future - Outreach*)
- ◆ Carl A. Nesbitt Public School (*Our Children, Our Future New Sudbury*)
- ◆ Central Manitoulin Public School (*Manitoulin Centre*)
- ◆ Copper Cliff Public School (*Copper Cliff Centre*)
- ◆ Cyril Varney Public School (*Our Children, Our Future - Outreach*)
- ◆ Ernie Checkers Public School (*Our Children, Our Future - Outreach*)
- ◆ Lansdowne Public School (*Better Beginnings Donovan Centre*)
- ◆ Levack Public School (*Our Children, Our Future - Outreach*)
- ◆ Little Current Public School (*Manitoulin Centre*)
- ◆ Lockerby Composite School (*Our Children, Our Future South Central Centre*)
- ◆ Markstay Public School (*Our Children, Our Future Sudbury East Centre*)
- ◆ Northeastern Elementary School (*Garson Centre*)
- ◆ Redwood Acres Public School (*Our Children, Our Future - Outreach*)
- ◆ S. Geiger Public School (*Our Children, Our Future LaCloche Centre*)
- ◆ Westmount Public School (*New Sudbury Centre*)

## At your local centre, you will be able to:

- ◆ give your child the chance to play and make friends
- ◆ meet other parents/caregivers
- ◆ learn more about your child's development
- ◆ help prepare your child for school
- ◆ enroll your child in a child care or pre-school learning program
- ◆ receive support and resources for your child
- ◆ have fun

To learn more, visit [rainbowschools.ca](https://www.rainbowschools.ca), Parents section, Child Care and EarlyON Services.

 Community use will be reviewed and phased in when deemed appropriate. Rainbow student activities will be the first priority. Thank you for your ongoing patience.

## Community Use

Rainbow District School Board welcomes community groups into its schools to provide programs, services and activities. As safe, caring, nurturing and familiar environments that are close and convenient, schools have wonderful facilities to offer their neighbours.

This includes gyms, libraries, auditoriums, lecture halls, cafeterias and classroom space. If your group is interested in offering activities during the evenings and on weekends, we want to hear from you.

For more information, visit [communityuse.rainbowschools.ca](https://www.rainbowschools.ca) or contact 705.674.3171, ext. 7259.

Enjoy soccer and more year-round in our multi-use sports facility, the first of its kind in Greater Sudbury. Located at Lasalle Secondary School, 1545 Kennedy Street in Sudbury, the Dome gives the community access to covered artificial turf in all seasons.

The Dome can be booked for a variety of sports and sporting activities, from soccer to cricket, flag football, lacrosse, ultimate frisbee, slopitch and dryland training. Whether you're an organization or a group of individuals, the Dome provides a great space to get active in rain, sunshine, snow or sleet.

Learn more: <https://www.rainbowschools.ca/community/community-use-lasalle-dome/>

# Secondary Schools

## Specialized Programs

Busing to Rainbow District School Board's four specialized secondary school programs is offered to students within Greater Sudbury.

### Arts Education Program

Sudbury Secondary School offers academic, athletic and superior arts education in a renovated facility. Arts Education includes comprehensive training in dance, theatre, instrumental music, vocal music, media studies and visual arts from educators who are specialists in their disciplines. The arts wing features the city's best-equipped dance studio, drama studio/black box theatre, media lab with green screen, visual arts studios, Mac lab, photography classroom and darkroom, vocal and instrumental music rooms and practice rooms, and a spectacular 440-seat auditorium to showcase student talent. Classrooms and the gymnasium have also been updated. At Sudbury Secondary School, students earn an Arts Education Certificate in addition to their Ontario Secondary School Diploma. Students also have the option to graduate with a French Immersion certificate and provincially recognized Specialist High Skills Major in Arts and Culture.

### The International Baccalaureate Program

The International Baccalaureate Organization offers an enriched and comprehensive curriculum that promotes active global citizenship. This internationally recognized program encourages critical thinking, research skills, inquiry and reflection. The IB curriculum, together with learning through creativity, activity and service, inspires both academic and personal growth. IB students will be engaged with in-depth subject knowledge that is recognized by post-secondary institutions around the world. Students graduating with an IB Diploma can earn up to three first-year university credits. The IB Program is available at Lo-Ellen Park Secondary School to all students who have the required interest and aptitude.

### Innovative Integrated Technology Program

The Innovative Integrated Technology Program (InIT) at Lively District Secondary School combines a variety of core subjects with innovative technology classes. Lively District Secondary School works in partnership with businesses and industry to provide relevant and meaningful activities to students through job shadowing, field trips and industry recognized certifications that prepare them to become competitive in a global market. The InIT program encourages problem solving through the design process, integrating digital technology and industry standard software and hardware. Students also have an opportunity to incorporate involvement in one of four provincially recognized SHSM programs in Mining, Information and Communications Technology, Environmental Studies or Sports and Fitness. In order to meet the requirements for an InIT certificate, college bound students will be required to complete six technology courses and maintain a minimum 70 per cent average. University bound students will be required to complete four technology courses and maintain a minimum 80 per cent average.

### Science Technology Education Program

The Science Technology Education Program (STEP) enjoys a rich tradition at Lockerby Composite School. STEP is recognized as one of the most innovative secondary school programs in Ontario. With a focus on math, science and technology, the program is for students contemplating a career in medicine, science, health care, business, computer science, design or engineering. STEP students are actively engaged in their learning by keeping pace with the latest trends in science and technology through involvement in initiatives such as anywhere, anytime laptop learning, the provincially recognized Specialist High Skills Major in mining and health and wellness, as well as courses in architecture, interior design, medical biology and medical technology.

### N'Swakamok Native Alternative School



The N'Swakamok Native Alternative School is located at the N'Swakamok Native Friendship Centre. The Friendship Centre provides the facility and two staff members – a Co-ordinator and a Clerical Support Worker. Rainbow District School Board provides the teaching staff. To attend the school, First Nations, Métis and Inuit students must be a minimum of 18 years old. Students work at their own pace on lesson booklets, e-learning and hands-on courses that have been infused with Aboriginal content. Students receive one-on-one support from teachers, placement students and tutors. The N'Swakamok Native Friendship Centre provides a warm and friendly environment where students have access to programs and services. The school offers a holistic and culturally inclusive educational program to meet the needs of First Nations, Métis and Inuit students.

## Barrydowne College

### Re-engagement secondary school

For students who want to return to secondary school to achieve an Ontario Secondary School Diploma

1400 Barrydowne Road, Main Office, Room 1455  
Sudbury, Ontario P3A 3V8 | Tel: 705.566.2302

 In accordance with Cambrian College policy, full vaccination is required for in-person learning.

### Ages 18 to 21 Years

Barrydowne College is a re-engagement school in partnership with Cambrian College. This secondary school within a college supports students ages 18 to 21 who would benefit from a small class learning environment and who have not been successful in a regular secondary school. The setting, with small class sizes, individualized instruction and a flexible timetable, allows for a focus on programming designed to meet student needs. The school offers a wide variety of courses including elective credits such as Art, Food and Nutrition, First Nations, Métis and Inuit Studies as well as the Arts and Culture SHSM. Students earn credits, build soft skills and develop links to community college programs including Dual Credits. Students also have the potential of earning paid co-operative education credits. **To learn more, please call Principal Susan Kett at 705.566.2302.**

### Adult Day School

The Adult Day School, located at Sudbury Secondary School, offers a variety of free high school credit courses for adult learners who want to complete their Ontario Secondary School Diploma (OSSD), including e-learning and self-study with teacher support.

If you are a mature student who is 21 years of age or older, we can open doors to your future by preparing you for apprenticeship, college, university or the workplace.

We offer several programs to help you achieve your OSSD, such as:

- ◆ Credit courses blending individualized, teacher-led and e-learning formats of instruction
- ◆ Prior Learning Assessment and Recognition (PLAR) and Mature Student Evaluation (MSE), formal evaluation and credit-granting processes for mature students
- ◆ Adult Co-operative Education program that grants credits in conjunction with on-the-job work experience

These learning opportunities are offered on a continuous in-take basis from September to June. Students can design their own flexible timetable and can attend classroom or co-operative education during a variety of times throughout the day.

To register, visit Sudbury Secondary School – Adult Day School Office at the Davidson Street entrance or call 705.675.5481.

### Adult English Language Learning Non-Credit Course



Are you a newcomer looking to improve English language skills to enter post-secondary studies or the workplace? If you are over 18 years of age and not enrolled in a publicly funded school, you may qualify for a non-credit English language learning course. Content will focus on reading, writing, listening and speaking, from beginner to advanced. Pending enrolment, learning will take place at a central location either during the school day or in the evenings. This course is for parents/guardians of students in Rainbow Schools. Please contact your child's principal to express interest.

# Anytime, Anywhere Access

**Google Workspace for Education** is provided to students with access to grade appropriate applications. With anytime, anywhere access to applications and documents, Workspace for Education offers exceptional learning opportunities to students, including real-time collaboration and feedback in document creation and editing, extensive document storage space, an enhanced tool set for forms and surveys, video-conferencing with teacher controlled breakout rooms, Google Classroom, and an ability to create hand-out and hand-in folders for each class.



## Gmail

All students have an email account in the Rainbow Schools (RS) rscloud.ca domain. This email account is for communication between teachers and students and between students.

## Google Drive

Students on rscloud.ca have lots of storage capacity for documents, classroom assignments, photos, music, even movies. Google Drive works on Macs, PCs, Chromebooks, Android phones and tablets, iPads and iPhones. All student work can be accessed from any computing platform and any location with Internet access.

Collaboration is a major strength of the Google Drive platform. Students control their own documents, and decide what they share and with whom. A teacher can share a single assignment with a group of students for simultaneous class editing, or give each student a copy of the same assignment for individual work.

## Google Meet

The video conferencing feature connects teachers and students online. It allows for the delivery of live synchronous learning and asynchronous learning.

## Calendar

The online calendar can be used to help students track homework due dates and events.

## Docs

The online word processor program allows real-time multi-user collaboration on documents.

## Sheets

The online spreadsheet program allows real-time multi-user collaboration on spreadsheets.

## Slides

The online presentation program allows real-time multi-user collaboration on presentations.

## Sites

Google Workspace has easy to use tools for creating student websites.

## Forms and surveys

The online form/survey tool can be used for a variety of tasks, including quizzes and assessments.

## Classroom

Teachers have access to a classroom management tool.

# Getting started

Google Workspace is best accessed through the Google Chrome browser (rather than Safari, Firefox or Internet Explorer). Signing in to Chrome provides access to the Read&Write extension which has been licensed for all Grade 3 to 12 students.

To learn more, talk to your child's teacher.

## Digital Monitoring Tips for Parents/Guardians:

1. Keep all devices in common family areas.
2. Continue to monitor student work in all environments, including Google Workspace.
3. Ask students to share their Google Workspace password so you can help them with student work.
4. Consider limiting student use of technological devices.
5. Consider removing access to technological devices if students are not forthcoming in sharing passwords and online activity.

## Log on to rainbowschools.ca



Rainbow District School Board's website gives students, parents/guardians, staff and the public access to information about Rainbow Schools from any location, at any time.

The website is designed for ease of reading and navigation across a wide range of devices, from computer displays to tablets to mobile phones, on a variety of platforms.

The website also features a search engine and menu that will make it easier to find what you are looking for. There is a link to the Board's Facebook page from the website.

# 21<sup>st</sup> Century Teaching and Learning

## Students challenged to imagine and create



### Rainbow Schools are inspiring the next generation of engineers and designers.

Students are learning to code, producing video games, programming robots, and building objects with 3D printers and state-of-the-art software in innovative maker spaces and high-tech labs.

By developing a series of sequenced steps or algorithms to accomplish a task, students engage in computational thinking, creating rather than consuming technology.

In the process, students acquire essential skills and global competencies - critical thinking and problem solving; innovation, creativity and entrepreneurship; self-directed learning; collaboration; communication and citizenship.

Rainbow Schools are proud to offer incubators for ideas in modern learning environments that immerse students in the world of technology to imagine and create.

Coding is now embedded in the math curriculum for Grades 1 to 9. Coding encourages students to get involved in the STEAM sector - Science, Technology, Engineering, Arts and Mathematics – and prepares them for the workforce of tomorrow.



## Good Digital Citizens

Students in Rainbow Schools are being encouraged to be good digital citizens, with a focus on four areas – critical thinking and information literacy, creation and credit, health and protection, and presence and communication.



Posters were developed to promote digital citizenship in elementary and secondary classrooms.

Rainbow District School Board has a Digital Citizenship administrative procedure, as well as an Acceptable Use of Information and Communications Technologies administrative procedure for students, staff, parents/guardians, trustees and the community.

These administrative procedures have been developed to support the responsible, professional and appropriate use of information and communication technologies as it pertains to meeting the vision, mission, values and goals of Rainbow District School Board in the delivery of curriculum in a safe and caring online environment. To learn more, visit [rainbowschools.ca](http://rainbowschools.ca).



# Maintaining safe schools

In our ongoing efforts to maintain a safe learning environment for our students, all schools have controlled access.

*Please press the buzzer on the main door and school staff will be pleased to assist you.*

## Video surveillance

Rainbow District School Board uses video security surveillance in its facilities to:

- ◆ enhance the safety of students, staff and community members,
- ◆ protect Board and school property against theft and vandalism, and
- ◆ aid in the identification of intruders and of persons breaking the law.

Video security surveillance equipment is used in secondary schools and in some elementary schools and may be used on school buses.

*Personal information is being collected under the authority of the Education Act and used in accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). For more information, please contact the Principal.*

## Important message about the use of the Internet and electronic devices

The Internet and electronic devices have changed our world, offering unparalleled resources and associated challenges. As the technology has expanded, so have the implications related to the safety and privacy of students and staff.

Rainbow Schools remind students and parents/guardians that cell phones, digital cameras, personal digital and other electronic devices can be disruptive and must not be activated in class or during examinations and/or assessments without the permission of school staff.

Electronic devices must not be used in a manner that violates the privacy or dignity of others. This includes the use of cell phones with cameras (and similar devices) in washrooms, change rooms and any other areas where privacy prevails; taking photographs of a person or persons on school property and/or at school events without the permission of the person or persons being photographed; and posting photographs on the Internet and/or electronically transmitting photographs of a person or persons taken on school property and/or at school events without the permission of the person or persons in the photograph.

Using the Internet and electronic devices with care will ensure that the safety and privacy of students and staff remain first and foremost.

## Safety first and foremost

**Lockdown:** In order to ensure the ongoing safety and security of students and staff, Rainbow Schools practise lockdown procedures much like fire drills. Lockdown is the term used when there is a major incident or threat of school violence within the school, or in relation to the school. Doors are locked, blinds are closed, and lights are turned off. Everyone moves to the location in the room where it is most difficult to be seen from the classroom door window. Students outside of the building at the time of the lockdown are escorted to a predetermined gathering point at the school.

**Hold and secure:** Hold and secure is the term used when it is desirable to secure the school due to an ongoing situation outside and not related to the school. In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

**Shelter in place:** Shelter in place is the term used for an environmental or weather related situation where it is necessary to keep all occupants within the school to protect them from an external situation. Examples may include chemical spills, blackouts, explosions, or extreme weather conditions.

*The above terms are consistent for schools across Ontario.*

## Support during critical incidents

When there is a critical incident affecting a school, such as the death of a student, a team may go to the school to provide support. The team is made up of Rainbow District School Board's Social Workers under the guidance of the Mental Health Lead. Additional resources may be called in, as required. Information may also be provided to parents/guardians on how to help their children after a crisis.



**Internal hold and secure:** Internal hold and secure is a term specific to Rainbow District School Board. Rainbow Schools may implement an internal hold and secure when something is occurring inside the school and minimal movement is required. Students remain in classrooms. Teaching and learning continues.

## Fair Notice to Students and Parents

### Community Violence Threat Risk Assessment Protocol

- ◆ Rainbow District School Board is committed to providing safe learning environments for all students, staff, school visitors and community members.
- ◆ When a student's behaviour poses a serious threat to his or her safety or the safety of others, a Community Violence Threat Risk Assessment Protocol may be activated.
- ◆ The protocol will guide school personnel to respond quickly to the threatening behaviour and put measures in place to protect students and staff.
- ◆ When a Community Violence Threat Risk Assessment Protocol is activated, parents/guardians will be notified.
- ◆ School boards, police and community partners will work together to assess the threat and implement interventions.
- ◆ The partners will share information, advice and support, and plans will be developed to minimize the risk.
- ◆ The parents of the student who made the threat have an important role to play in the process of gathering information and establishing a plan for the student, which will enable the team to evaluate and minimize the risk.
- ◆ If a concern for safety still exists, and parents/guardians cannot be reached, or if they choose not to provide consent to share information, the threat assessment process will proceed.
- ◆ In sharing personal information, each individual's right to privacy will be balanced with the need to ensure the safety of all. Student safety is our first priority.
- ◆ If you have any questions regarding the Community Violence Threat Risk Assessment Protocol, please contact the Principal of your child's school.

SAFE SCHOOLS  
**Wear Pink Day**

**Thursday, September 16, 2021**  
*Stand Up Against Bullying*

Kids Help Line: 1.800.668.6868

# Embrace Diversity Free to Be Me Conference



Every year, Rainbow District School Board hosts a conference to create and enhance school-based supports for students who are lesbian, gay, bisexual, transgender, questioning and two-spirited. Conference workshops address the themes of the Rainbow District School Board “Embrace Diversity” poster series: disabilities, faith, First Nation, Métis and Inuit, gender identity, poverty, race and culture. Guests are chosen based on student feedback.

Students come together to address issues and brainstorm solutions to increase a sense of safety and belonging in their school communities. Students choose workshops that are relevant and meet their needs. The goal of the conference is to give students tools they can bring back to their schools to support their communities.

## Embrace Diversity Free to Be Me Conference

**Thursday,  
March 24, 2022**

for students in Grades 7 and 8

**Tuesday,  
April 12, 2022**

for students in Grades 9 to 12



## Equity and Inclusive Education

Rainbow District School Board is committed to ensuring that all students and staff work in learning environments that are safe, welcoming and inclusive, environments that provide the building blocks for student achievement and well-being.

School staff have explored the impact of poverty on learning and shared strategies to meet the needs of all students regardless of socio-economic status. Unlearn posters were shared with staff and students that addressed a literacy focus and was meant to deepen dialogue and provoke thought. The themes of the posters varied and a new literacy strategy was implemented in staff meetings and was then shared with students in the classroom.



# Character Traits in Rainbow Schools

These 10 character traits (in English, French and Ojibwe) will be modeled, taught and expected in Rainbow Schools and will provide the foundation for ongoing character development. The traits were approved following a series of school and community consultations.



**HONESTY | L'HONNÊTÉTÉ | GWEKWAADZIWIN**



**RESPECT | LE RESPECT | MNAADENDIWIN**



**EMPATHY | L'EMPATHIE | NANAAGDOWENDIWIN**



**RESPONSIBILITY | LA RESPONSABILITÉ | PENMONDAAKZIWIN**



**INTEGRITY | L'INTÉGRITÉ | WEWENIZHICHIGEWIN**



**COURTESY | LA COURTOISIE | MINOGINOODIWIN**



**RESILIENCE | LA RÉSILIENCE | GSHKI-EZIWIN**



**ACCEPTANCE | L'ACCEPTATION | MINODAAPINIGEWIN**



**COURAGE | LE COURAGE | ZOONGODE-I-WIN**



**CO-OPERATION | LA COOPÉRATION | WIIDOKAAGEWIN**

# Rainbow District School Board Code of Conduct

## Students need a safe and positive learning and teaching environment to succeed at school.

The Safe and Accepting Schools Act, 2012 (Bill 13) came into effect on September 1, 2012.

This legislation strengthens equity and inclusive education principles and bullying prevention and intervention strategies.

## Related Policy Board Policy No. Gov - 12 Learning and Working Environment: Safe Schools

*Policies are available at [rainbowschools.ca](http://rainbowschools.ca)*

With these policies and procedures, school staff will continue to work respectfully and collaboratively with students and parents/guardians, using a progressive approach to discipline with school safety first and foremost.

## A school community promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. A school community includes school board trustees and school board personnel.

All students, parents/guardians and staff have the right to be safe and feel safe in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put the safety of others or oneself at risk.

Rainbow District School Board believes that every student has the right to an education without disruption, along with the equally important responsibility not to deny this right to any other student.

Rainbow District School Board's Code of Conduct encourages positive student behaviour. A firm and fair application of this Code of Conduct shall prevail in all matters related to Rainbow District School Board, including school activities, school board business and school buses.

# ACCEPTANCE

## Positive Attitudes

Rainbow District School Board strives to create positive attitudes towards punctuality, regular attendance, completion of classroom assignments, and interest in learning through classroom participation.

## Parental Support

Parents/guardians support Rainbow District School Board staff by encouraging students to fulfill their responsibilities towards their school, other students, and themselves. The Board recognizes that an important factor in success at school is the regular completion of homework and regular attendance which requires the co-operation of the home.

## Guiding Principles

Rainbow District School Board's Code of Conduct is shaped by the Provincial Code of Conduct.

All participants in the publicly funded school system - students, parents/guardians, volunteers, teachers and other staff members - are included in this Code of Conduct, whether they are on school property, on school buses or at school-authorized events or activities.

All members of the school community must be treated with respect and dignity, especially persons in positions of authority.

Responsible citizenship involves appropriate participation in the life of the school community. Active and engaged citizens are aware of their rights, and more importantly, they accept responsibility for protecting their rights and the rights of others.

Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible means for interacting with others.

The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.

Alcohol and illegal drugs are addictive and present a health hazard. Schools will work co-operatively with police as well as drug and alcohol agencies to promote prevention strategies and, when necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.

Insults, disrespect, and other hurtful acts disrupt the teaching, learning and business in a school community. Members of the school community have a responsibility to maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility.

## Roles and Responsibilities of the School Community

School members include principals, teachers, staff, students, parents and/or guardians, school councils, trustees, volunteers and visitors.

**Principals** take a leadership role in the daily operation of schools. They provide this leadership by:

- demonstrating care and commitment to academic excellence and safe teaching and learning environments;
- holding everyone under their authority accountable for their behaviour and actions;

# HONESTY

# EMPATHY

- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

**Teachers and school staff**, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers and members of the school community;
- prepare students for the full responsibilities of citizenship.

**Students** are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for himself/herself, for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions;
- dresses in accordance with the school dress code.

**Parents/guardians** play an important role in the education of their children, and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents/guardians fulfill their responsibility when they:

- show an active interest in their child's homework, school work and progress;
- communicate regularly with the school;

- help their child be prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Provincial Code of Conduct, the Board's Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

**School council members** act as a valuable support mechanism to their local schools when they:

- act as a liaison group on school-related issues;
- act in an advisory capacity to principals on specified school policies.

**Police and community members** are essential partners in making our schools and communities safe. Community members need to support and respect the rules of their local schools.

**Community agencies** deliver prevention or intervention programs that may be used by the school community. Protocols are effective ways of establishing linkages between boards and community agencies and of formalizing the relationship between them.

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was developed by the Ministry of the Solicitor General and the Ministry of Education.

## Standards of Behaviour

The standards of behaviour apply to students, staff, parents/guardians, volunteers, school council members, trustees and visitors engaged in any school activity. In addition, principals will, in conjunction with members of the school council, develop a school Code of Conduct clarifying acceptable and non-acceptable behaviour for all members of their school community. These school Codes of Conduct are subject to review on a regular basis.

## Respect, Civility and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity in achieving academic excellence and in the appropriate use of technology;
- respect differences in people, their ideas and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, socio-economic status, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority.

## Safety

All members of the school community must:

### Weapons

- not be in possession of any weapon, including but not limited to firearms;
- not use any object to threaten or intimidate another person;
- not use any object to cause personal injury.

### Alcohol and Drugs

- not be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- not traffic in weapons or illegal drugs;
- not give alcohol to a minor.

# Rainbow District School Board Code of Conduct

## Physical Aggression

- not inflict or encourage others to inflict bodily harm on another person;
- seek staff assistance, if necessary, to resolve conflict peacefully.

## Other

- not engage in bullying behaviours;
- not commit sexual assault;
- not commit robbery;
- not engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- not commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school;
- not use the Internet and electronic devices in a manner that violates the privacy or dignity of others.

## Bullying is defined as aggressive and typically repeated behaviour by a pupil where,

- a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of
  - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
  - (ii) creating a negative environment at a school for another individual, and
  - (iii) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying includes the use of any physical, verbal, electronic, written or other means.

## Cyber-bullying is defined as bullying by electronic means including:

- a) creating a web page or blog in which the creator assumes the identity of another person;
- b) impersonating another person as the author of content or messages posted on the Internet; and
- c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

*Education Act, Subsection 1(1)*

## Suspension

The purpose of a suspension is to caution students and deter them from continuing with or repeating unacceptable behaviours; prevent other students from being exposed to or involved in dangerous and damaging activities; discipline students who have transgressed the rules of the school; and to warn parents or guardians of serious discipline problems with their children. The primary purpose underlying the implementation of a suspension is to result in a change in behaviour for the student.

## Activities Leading to Possible Suspension

A student may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

Suspension shall be considered when a principal's investigation of an incident, which should include consultation with the pupil's parent/guardian and pupil or the adult pupil, determines that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- a) uttering a threat to inflict serious bodily harm on another person;
- b) possessing alcohol, cannabis, illegal drugs and/or restricted drugs;
- c) consumption of cannabis on school property;
- d) being under the influence of alcohol, drugs, and/or cannabis;
- e) sharing cannabis on school property;
- f) swearing at a teacher or at another person in a position of authority;
- g) committing an act of vandalism that causes extensive damage to school property;
- h) bullying;
- i) use of profane or improper language;
- j) smoking/vaping on school property;
- k) academic dishonesty;
- l) inappropriate use of technology;
- m) any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; and
- n) any act considered by the principal to be contrary to the Board or school Code of Conduct.

## Suspension Reviews

The parent/guardian or the adult pupil may request a review of a decision to suspend where a suspension has been issued.

A written request setting out the reasons for a review must be made within three (3) days of receipt of notice of the suspension. The time for requesting the review may be extended at the discretion of the Superintendent of the school where circumstances precluded a request within the requisite time frame.

The review shall take place upon receipt by the Superintendent of the school of a request for a review.

## Suspension Appeals

Where a suspension review has occurred, the pupil's parent/guardian or the adult pupil may appeal the suspension imposed by the principal. In accordance with the Board's administrative procedures, the appeal must be made in writing and delivered to the Director of Education within ten (10) days of the commencement of the suspension.

# INTEGRITY

# COURAGE

## Expulsion

Expulsion shall be considered when a principal's investigation of an incident, which should include consultation with the pupil's parent/guardian and pupil or the adult pupil, determines that the pupil has committed one or more of the infractions outlined below on school property, and/or during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

The infractions for which a principal shall suspend a pupil and may consider recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:

- a) possessing a weapon, including possessing a firearm;
- b) using a weapon to cause or to threaten bodily harm to another person;
- c) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- d) committing sexual assault;
- e) trafficking in weapons, cannabis, and/or illegal drugs, and/or possessing weapons, cannabis and/or illegal drugs for the purpose of trafficking;
- f) committing robbery;
- g) giving alcohol and/or cannabis to a minor;
- h) bullying, if:
  - the student has previously been suspended for engaging in bullying, and
  - the student's continuing presence in the school creates an unacceptable risk to the safety of another person;
- i) any activity that is a suspension infraction under subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
- j) an act, including opposition to authority, considered by the principal to be significantly injurious to the school climate and/or to the physical or mental well-being of others;
- k) a pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;
- l) activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are or were on Board property;
- m) a pattern of behaviour that demonstrates that the student has not prospered by the instruction available to him or her and that the student is persistently resistant to making changes in behaviour which would enable him or her to succeed; or
- n) any act considered by the principal to be a serious violation of the Board or school Code of Conduct.

## Expulsion Appeals

A pupil's parent/guardian or adult pupil may appeal a Board's decision to expel a pupil to the Child & Family Services Review Board in accordance with the procedures set out by the Ministry of Education.

Rainbow District School Board is committed to the promotion of respect, responsibility and civility in its elementary and secondary schools.

## MITIGATING AND OTHER FACTORS

In considering whether to suspend a student for engaging in an activity described above, the principal will take into account mitigating and other factors.

Prior to suspending a student, the following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control his or her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

## OTHER FACTORS:

The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

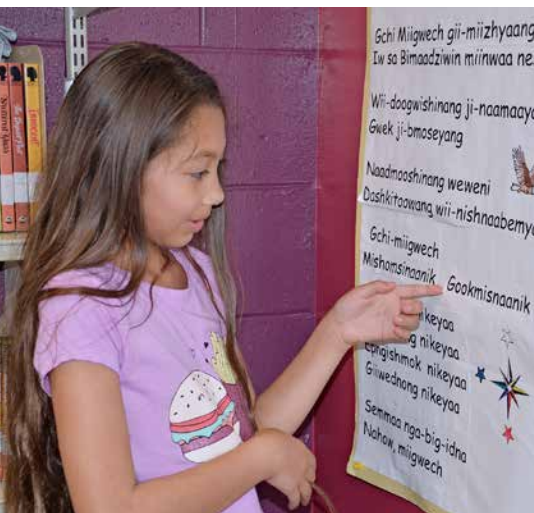
1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension or expulsion would affect the pupil's ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
  - (i) whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
  - (ii) whether the appropriate individualized accommodation has been provided, and
  - (iii) whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

In circumstances where one or more of the factors above mitigate the decision to apply a suspension as a form of discipline for the pupil, the principal may consider whether alternative discipline and/or other intervention is appropriate in the circumstances.

**Restart: Sudbury, Restart: Espanola, and Restart: Manitoulin** are programs for students who have been suspended or expelled. Students are supported in both academic and non-academic areas.

*For more information,  
talk to your school principal.*

# Indigenous Education



## Living in a good way

Teachings of the Seven Grandfathers and the animals that represent them:

- ◆ **Humility** – Dbaadendiziwin - The wolf
- ◆ **Bravery** – Aakwa'ode'ewin - The bear
- ◆ **Honesty** – Gwekwaadziwin - The raven
- ◆ **Wisdom** – Nbwaakaawin - The beaver
- ◆ **Truth** – Debwewin - The turtle
- ◆ **Respect** – Mnaadendimowin - The buffalo
- ◆ **Love** – Zaagidwin - The eagle

## Indigenous Centres

- ◆ Designed for Indigenous students and their families
- ◆ Students can connect with students from similar backgrounds and students from different backgrounds
- ◆ Meet with an Aboriginal Support Worker, hold meetings or possibly have a quiet place to work
- ◆ Each school has its own set of protocols for its centre.

## Truth and Reconciliation

In April 2017, Rainbow District School Board passed a motion acknowledging the work of the Truth and Reconciliation Commission and committing to key recommendations as they relate to education. Under the guidance of the First Nations Advisory Committee and through broad community consultations led by Nbisiiing Consulting, the Truth and Reconciliation: Commitment to Action plan was developed. The plan guides our work in Indigenous Education.

In response to this commitment, an Indigenous Education Team is working with the Principal of Indigenous Education to implement the goals and strategies, including ongoing consultations in communities.

## Treaty Recognition Week

Ontario passed new legislation in 2016 to recognize the importance of treaties and bring awareness to treaty relationships between Indigenous and non-Indigenous people. Rainbow District School Board is committed to educating staff and students about treaties in order to build understanding that “we are all treaty people”.

Treaty Recognition Week will take place **November 1 to 5, 2021.**

## First Nations Advisory Committee

FNAC includes representatives from the following:

- ◆ Atikameksheng Anishnawbek
- ◆ Aundeck Omni Kaning First Nation
- ◆ Dokis First Nation
- ◆ Kenjgewin Teg Educational Institute
- ◆ M'Chigeeng First Nation
- ◆ N'Swakamok Native Friendship Centre
- ◆ Rainbow District School Board
- ◆ Sagamok Anishnawbek
- ◆ Sheguiandah First Nation
- ◆ Shesheganing First Nation
- ◆ Wahnapiatae First Nation
- ◆ Whitefish River First Nation
- ◆ Zhiibaahaasing First Nation

## FNAC Meetings

Meetings of the First Nations Advisory Committee are open to the public.

September 16, 2021      February 17, 2022  
November 18, 2021      May 19, 2022

**Meetings of FNAC will be held at the Rainbow District School Board Centre for Education, 408 Wembley Drive in Sudbury.**

**Please confirm meeting dates, times and locations by calling 705.674.3171, ext. 8236. Toll free 1.888.421.2661.**

## Seven Grandfather Awards

All secondary schools will be implementing the Seven Grandfather Awards during the 2021-2022 school year. Using criteria created by staff, students and Elders, schools will select award recipients representing each of the 7 Grandfather teachings; Love, Humility, Respect, Bravery, Wisdom, Honesty and Truth. These awards were originally created at the Mishko-Ode-Wendam School, a Rainbow school in partnership with Shkagamik-Kwe Health Centre and are now implemented in all Rainbow secondary schools.

## Aboriginal Support Workers

- ◆ Promote a welcoming environment for students and their families
- ◆ Support student transitions
- ◆ Work collaboratively with students, families and schools to support well-being and academic success

## First Nations, Métis and Inuit Studies

- ◆ Expressions of First Nations, Métis and Inuit Cultures, Grade 9 (Art Focus)
- ◆ First Nations, Métis and Inuit in Canada, Grade 10 (History and Contemporary Issues)
- ◆ English: Understanding Contemporary First Nations, Métis and Inuit Voices, Grade 11
- ◆ Did you know that the Grade 9 First Nations, Métis and Inuit Studies course is considered an art credit and can fulfill this requirement in Grade 9?

*Ask the school guidance staff when these courses are offered.*

## Native Language (Ojibwe) Courses

- ◆ Available in a growing number of elementary schools
- ◆ Visit [rainbowschools.ca](http://rainbowschools.ca) for a current list of elementary schools offering Ojibwe
- ◆ Available at the introductory (Grade 9), intermediate (Grade 10) and senior (Grade 11) levels
- ◆ For anyone interested in learning Ojibwe
- ◆ Did you know that a Grade 9 Native Language course fulfills the requirements of the compulsory second language credit in Grade 9?

*If you are interested in a Native Language class, talk to the guidance staff.*

## Anishinaabewin Toolkit

Rainbow District School Board has developed a website for families who have children studying Anishinaabewin and would like to support their language learning at home.

This site includes vocabulary audio files in Ojibwe and English. Visit [rainbowschools.ca](http://rainbowschools.ca).



## National Day for Truth and Reconciliation

– ORANGE SHIRT DAY –

**Thursday, September 30, 2021**

to show support for residential school survivors



Say OUI to

# French Immersion and Core French

Parents can enroll their children in the English Program or the French Immersion Program. The English Program includes a Core French component. French Immersion provides a balance of English and French instruction.

## Core French

In Rainbow Schools, Core French is offered daily beginning in Grade 4. Through the study of French, students will communicate and interact purposefully and with confidence while developing the necessary skills to be intercultural citizens of Canada and the world. The Core French program emphasizes the development of oral proficiency while focusing on authentic learning related to real-life experiences and interests. The value of learning French, one of Canada's two official languages, is reinforced through cultural experiences. The Core French program offers students the opportunity to develop a functional use of the French language that can be expanded through further study at the secondary school level.

## French Immersion

In French Immersion, students learn to communicate and interact effectively in an inclusive classroom environment and through the study and integration of other subjects. This enriches their vocabulary, develops their problem solving skills, and increases their opportunities to speak French in meaningful contexts. French Immersion provides students with an understanding of intercultural awareness by exploring diverse cultures and develops skills in accessing and understanding information about various French speaking communities. Students also develop strong fundamental skills in listening, speaking, reading and writing. French Immersion is designed for English-speaking parents/guardians in such a way that they can support their children.

## Elementary Schools



- ◆ In Kindergarten, the teachers speak French all of the time. Students are immersed in a supportive French milieu and are encouraged to respond in French as much as possible with the goal of 100 per cent of the time.
- ◆ In Grades 1 and 2, 100 per cent of the classroom instruction is in French.
- ◆ In Grades 3 and 4, French language arts, mathematics, social studies, health and physical education, art (visual art, drama, music), science and technology are taught in French and English language arts is taught in English.
- ◆ In Grades 5 to 8, French language arts, social studies (history, geography), art (visual art, drama, music) and health and physical education are taught in French while English language arts, science (except Grade 5 and 6 which are in French) and mathematics are taught in English.
- ◆ Upon graduation from Grade 8, students receive an Elementary French Immersion Certificate. French Immersion students are encouraged to continue to study in the French Immersion Program at the secondary school level in order to graduate with bilingual qualifications.

## Secondary Schools

The French Immersion Program at the secondary school level provides students with the skills they need to communicate in a second language and thereby enhance their ability to perform effectively and meet with success in a rapidly changing global economy.

Learning a second language enhances career choices, develops thinking and communication skills, and provides a greater appreciation of diversity.

Students in Rainbow Schools may obtain a French Immersion Certificate upon graduation by completing a minimum of ten courses taught in French. These include four Immersion French courses, plus six other courses from a wide variety of choices – health and physical education, Canadian geography, Canadian history, civics, career studies, dramatic arts, business studies, social sciences and the humanities, Canadian and world studies, music, visual arts, science, technological education and co-operative education.

### French Immersion is offered at the following Rainbow Secondary Schools:

- ◆ Confederation Secondary School
- ◆ Lasalle Secondary School
- ◆ Lockerby Composite School
- ◆ Lo-Ellen Park Secondary School
- ◆ Sudbury Secondary School

## Click on...

The French as a Second Language (FSL) Homework Toolbox/Trousse pour les devoirs website



Visit [www.FSLHomeworkToolbox.ca](http://www.FSLHomeworkToolbox.ca)

This site supports parents who have children in a French Immersion program and provides assistance to French Immersion students who require an accessible user-friendly reference tool to help with homework.

## Helpful tips include:

A total of 33 videos, including 14 math videos covering concepts predominantly from the junior/intermediate level and 19 literacy videos focusing on the secondary level.

More than 1,900 audio clips to hear French vocabulary and pronunciation.

This website, produced by Rainbow District School Board, was based on the 2010 needs assessment conducted by Canadian Parents for French and was made possible through the financial support of the Ontario Ministry of Education and the Government of Canada through the Department of Canadian Heritage.



# Special Education Programs and Services

**Rainbow District School Board is committed to ensuring that every student with an exceptionality is provided with the most inclusive environment, enabling the student to fulfill his/her potential.**

The Board provides special education programs and services based on the following philosophy:

- ◆ All students with an exceptionality have a right to quality education.
- ◆ The education of children with exceptionalities is a responsibility shared by the school, the student, parents/guardians and Rainbow District School Board.
- ◆ All students with an exceptionality are an integral part of society, entitled to respect and dignity.
- ◆ All students with an exceptionality should have quality educational opportunities regardless of class, economic status, gender, ethnic origin or religion.
- ◆ The majority of students with an exceptionality can best be served within an inclusive education program.
- ◆ The array of needs of students with an exceptionality can best be served by a continuum of support.
- ◆ Programming is of utmost importance in any assessment or diagnostic procedure undertaken on behalf of students with an exceptionality.
- ◆ Communication and interaction amongst special education and regular education personnel must be ongoing and goal directed in support of students with an exceptionality.
- ◆ All students with an exceptionality share in the responsibility for learning and in the planning of their program, based upon maturity and capability.



## Assistive Technology

Read&Write for Google Chrome was purchased for all students from Grade 3 to Grade 12. All students can benefit from assistive technology to help support their reading and writing.

Read&Write is an easy-to-use browser extension for Google Chrome and is directly compatible with Google Docs, Google Slides and Web pages as well as PDF and ePub files stored in Google Drive. Read&Write for iPad is also available.

**For more information, contact your school.**

## Overview of Programming

Rainbow District School Board believes that integration should be the norm wherever possible. For some students, an alternative setting may be necessary when their needs cannot be served in an integrated setting.

## Special Education Services



In accordance with the Education Act, special education services means facilities and resources, including support personnel and equipment necessary for developing and implementing a special education program.

Rainbow District School Board provides a range of specialized services to support teachers, parents/guardians and students with an exceptionality through consultations, system screening activities, assessments and direct instructional support.

Rainbow District School Board provides individual psychoeducational assessments and educational programming through

Individual Education Plans (IEPs) and special education placements through Admission, Review and Demission Committees (ARDs). The Board also provides leadership in system-wide assessment and consultation activities at the Kindergarten, Grade 4 and Grade 7 levels, as well as transition planning at the time of school entry and leaving.

**The Principal of Special Education Programs and Services, Consultants/ Co-ordinators, Psychological Services staff, Speech and Language Services staff and Applied Behaviour Analysis Services staff act as a resource to parents/guardians, teachers, principals, and superintendents in designated schools/areas in matters pertaining to the learning and behavioural needs of students and in the design and implementation of programs and services for students with exceptional needs.**

The Speech and Language Pathologists provide individual assessments for students with complex language needs. They also offer consultative support to Centre for Education staff, special education resource teachers, classroom teachers and local area teams. They provide leadership in system-wide endeavours.

Educational Assistant support in regular classes or intensive support programs may be provided in relation to developmental, corrective or care needs. The work of the Educational Assistant is planned and directed by a certified Special Education Resource Teacher.

Special Education Resource Teachers facilitate the identification of and programming for students with an exceptionality. They provide instruction to students with an exceptionality and consult with classroom teachers, central special education staff, parents/guardians and community agencies to plan and implement special education programs and services. Special Education Resource Teachers work hand-in-hand with the classroom teacher to support the learning of students with an exceptionality within the regular classroom environment.

Rainbow District School Board's Special Education Plan complies with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the Act.

# Frequently Asked Questions

## For Parents/Guardians of Students with Exceptionalities

### What is an Individual Education Plan?

An Individual Education Plan (IEP) is developed for each student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC) within 30 school days of the student's placement. The IEP is reviewed and updated bi-annually at the beginning of each term/semester.

An IEP is a written plan. It is a working document that describes the strengths, needs and the specific educational expectations of a student with special education needs. It outlines the special education program and services required to meet that student's needs, and how the program and services will be delivered. It also indicates how a student's progress will be monitored.

### When is the IEP developed?

The IEP is developed within 30 school days. It is updated in September/October of each school year and reviewed in each subsequent term/semester.

### Should parents/guardians provide input for the IEP?

The input of parents/guardians is required in order to develop the best IEP possible. Please contact your school to participate in your child's IEP. For information about the IEP, please see the Ministry of Education document *The Individual Education Plan (IEP) – A Resource Guide* available online at <http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html>. You can also access information about Special Education on the Board's website at [rainbowschools.ca](http://rainbowschools.ca) or by contacting the Centre for Education.

### What is SEAC?

The Special Education Advisory Committee (SEAC) advises Rainbow District School Board on matters related to special education. The majority of SEAC members are volunteer representatives from parent and community associations. Two Board trustees also sit on the committee. Members of the public are welcome to attend SEAC meetings usually held on the first Wednesday of the month throughout the school year.

### I think my child has a special need or learning disability that the school hasn't identified. What should I do?

First, you should meet with your child's classroom teacher or the school principal. Every school also has a special education consultant/co-ordinator. In addition, school officials can provide you with the names of parent support groups such as the Learning Disabilities Association of Ontario.

### What is an IPRC?

The Identification, Placement and Review Committee (IPRC) meets and decides if a student should be identified as an exceptional pupil, and, if so, the placement that will best meet the student's needs. Once identified as an exceptional pupil, an IPRC review meeting takes place annually. Additional IPRCs can be scheduled upon the request of the school or the parent/guardian after the placement has been in effect for a period of three months.

### When do annual IPRC review meetings take place?

Invitations to annual IPRC meetings are usually extended in early fall or spring.

### What is the Transitioned Aged Youth Protocol?

The Transitioned Aged Youth Protocol (TAY) has been developed to ensure an integrated, consistent and transparent plan is in place for each student with a developmental disability. Beginning at age 14, community agencies connected with these students will be invited to participate in the IPRC process to develop a co-ordinated transition plan, supporting students as they transition from services in the child sector to the adult sector.

### Where can I find out more about special education or my child's exceptionality?

Your school can provide you with the *Guide to Special Education for Parents/Guardians*, a booklet produced by Rainbow District School Board.

The following websites will also be of interest:

- ◆ [www.rainbowschools.ca](http://www.rainbowschools.ca)
- ◆ [www.edu.gov.on.ca](http://www.edu.gov.on.ca)



## Special Education Advisory Committee

SEAC includes representatives from the following:

- ◆ Autism Society of Ontario
- ◆ Down Syndrome Association of Sudbury
- ◆ Fetal Alcohol Syndrome Disorder
- ◆ Learning Disabilities Association of Sudbury
- ◆ Northern Ontario Assessment and Resource Centre

SEAC also includes First Nations members, trustees and members at large in Sudbury, Espanola and Manitoulin.

## Schedule of SEAC Meetings

Meetings of the Special Education Advisory Committee (SEAC) are open to the public. SEAC meetings are usually held the first Wednesday of the month during the school year.

September 15, 2021	February 2, 2022
October 6, 2021	March 2, 2022
November 3, 2021	April 6, 2022
December 1, 2021	May 4, 2022
January 5, 2022	June 1, 2022

Please confirm meeting dates and locations by calling 705.674.3171, ext. 7236.

## Engaging students in new and innovative ways

### Student Success Teams

Each secondary school has a dedicated team that provides extra attention and support to students when needed. The Student Success Team works with school staff, students, parents/guardians and the community to ensure more students in Rainbow Schools earn the credits they need to graduate.

### Co-operative Education

All students benefit from co-operative education. Through co-operative education, students develop a reflective habit of mind to derive meaning from their experiences, the ability to apply their learning to influence decisions and actions in various aspects of their lives, and the skills, knowledge and habits of mind required to become competent and confident education and career/life planners. To learn more, contact the guidance office or Co-operative Education teacher at your school.

### Ontario Youth Apprenticeship Program (OYAP)

This Co-operative Education Program gives senior students an opportunity to begin a career in a skilled trade while attending high school. The program is designed to introduce students to a career path that will lead to skilled trades, provide students with the opportunity to develop trade related competencies and accumulate hours toward a skilled trade as a registered or non-registered apprentice and encourage an early start toward a well paid and satisfying career.

OYAP supports Student Success, particularly through program pathways, the Specialist High Skills Majors and the School College Work Initiative. Students with special needs also have an opportunity to select OYAP as an option.

Registered Ontario Youth Apprenticeship Program (OYAP) apprentices may supplement their Co-op work experience placements with college delivered level one courses as part of their apprenticeship program.

Students may have the opportunity to register in any of the 150+ skilled trades. Some of these trades include hairstylist, cook, welder, general carpenter, auto service technician, heavy duty equipment technician, parts technician and automotive glass technician.

### Experiential Learning

The experiential learning initiative provides meaningful experiential learning opportunities for all students. Schools receive support from the Experiential Learning Co-ordinator to promote student participation, encourage community partner involvement, and build teacher capacity that enables planning and implementation of community-connected experiential learning opportunities.

### Dual Credit Offerings

Students can earn credits that can be applied towards both their secondary school diploma and their post-secondary diploma, degree or apprenticeship certification. Rainbow District School Board is offering a number of Dual Credit Programs in partnership with Cambrian College.

#### Fall 2021

- ◆ College Prep
- ◆ Corrections
- ◆ Concurrent Disorders, Mental Health & Addictions
- ◆ Indigenous Storytelling
- ◆ Internet of Things
- ◆ Personal Finance
- ◆ Art and Design
- ◆ Health Promotion Theory
- ◆ Applied Technology I
- ◆ Millwright - Tools, Materials and Fasteners
- ◆ Trades Practice Applications - Heavy Duty Focus

#### Winter 2022

- ◆ College Prep (Española, Kenjgewin Teg, Manitoulin Secondary School)
- ◆ Cross-Cultural Understanding
- ◆ Psychology of Evil
- ◆ Multimedia
- ◆ Introduction to Business Management
- ◆ Introduction to Health Sciences
- ◆ Dental Office Management
- ◆ Health Promotion Theory
- ◆ Commercial Vehicle & Heavy Duty Equipment - Level I Apprenticeship
- ◆ General Carpenter - Level I Apprenticeship
- ◆ Metal Fabricator and Welder - Level I Apprenticeship
- ◆ Trades Practice - Automotive Focus
- ◆ Carpentry I (Kenjgewin Teg, Manitoulin Secondary School)
- ◆ Stories, Quests and Missions

### Program Pathways Information Evenings

Information evenings for parents/guardians and students will be scheduled in every high school to focus on senior program opportunities in Dual Credits, Specialist High Skills Major (SHSM) Programs and the Ontario Youth Apprenticeship Program (OYAP)/Co-operative Education. These evenings will highlight recent employment trends to help students set themselves up to be successful in their transition into any post-secondary pathway. Students and parents/guardians can contact their secondary school for the date of their Program Pathways Information Evening.

## Volunteering: 20 Hours of Community Service for 2022 Graduates

Typically, secondary school students are required to complete 40 hours of community service to graduate.

In 2021-2022, the required number of hours for community involvement activities will be reduced from 40 to a minimum of 20 hours for graduating students. This is consistent with changes made in the 2020-2021 school year.

The community involvement graduation requirement of 40 hours will be restored in 2022-2023 and students working towards their OSSD should be supported to meet these graduation requirements in time for their graduating year.

#### Before you begin to volunteer, you may wish to:

- ◆ Take the time to consider what you want to do and what you want to learn.
- ◆ Search for volunteer opportunities in your community.
- ◆ Visit your Guidance Office for more information and volunteer postings.
- ◆ Find eligible volunteer activities that match your personality, interests and skills.
- ◆ Make sure that your volunteer activities meet ministry and school guidelines.
- ◆ Send your cover letter, résumé and police background check (sometimes required) to prospective community sponsors/volunteer supervisors.
- ◆ Meet with your community sponsor/volunteer supervisor ahead of time to ask questions and tour the organization.

Grade 8 students are encouraged to earn a minimum of 10 hours of community service during the summer before entering Grade 9.

# Student Success



Photo: Brian Côté

The Specialist High Skills Major (SHSM) is a specialized, Ministry of Education approved program that allows students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD). SHSMs assist students in their transition from secondary school to apprenticeship training, college, university or the workplace.

Rainbow District School Board offers Specialist High Skills Majors (SHSM) programs in 13 sectors: Agriculture, Arts and Culture, Business, Construction, Energy, Environment, Health and Wellness, Hospitality and Tourism, Information and Communications Technology, Manufacturing, Mining, Sports and Transportation.

These programs enable students to gain sector-specific skills and knowledge in engaging, career-related learning environments, and prepare in a focused way for graduation and post-secondary education, training or employment.

[SHSM.rainbowschools.ca](http://SHSM.rainbowschools.ca)

## Seven Key Benefits for Students

Pursuing a SHSM enables students to:

1. Customize their secondary school education to suit their interests and talents.
2. Develop specialized knowledge and skills that are valued by the sector and post-secondary education institutions.
3. Earn credits that are recognized by the sector and post-secondary education institutions.
4. Gain sector-specific and career-relevant certification and training.
5. Explore workplace opportunities and build a professional network while engaging in real-world problem solving during a Sector-Partnered Contextualized Experience (SPCE).
6. Identify, explore and refine their career goals and make informed decisions about their post-secondary destination.
7. Remain flexible, with the option to shift between pathways should their goals and plans change.

## Specialist High Skills Majors in Rainbow District School Board

SHSM	FOCUS	SCHOOL
Agriculture	Animal and Crop	Manitoulin Secondary School
Arts and Culture	Community Based Culture	Chelmsford Valley District Composite School
Arts and Culture	Fine Arts	Sudbury Secondary School
Arts and Culture	Visual Arts	Barrydowne College
Arts and Culture	Visual Technology	Manitoulin Secondary School
Business	Management	Espanola High School Lasalle Secondary School
Business	Personal Finance	Lo-Ellen Park Secondary School
Construction	Architectural and Technology Design	Lo-Ellen Park Secondary School
Construction	Carpentry Techniques	Chelmsford Valley District Composite School Confederation Secondary School Espanola High School
Construction	Modern Residential Construction and Woodworking Concepts	Lasalle Secondary School
Energy	Renewable Energy	Confederation Secondary School Lasalle Secondary School
Environment	Sustainable Agriculture	Lo-Ellen Park Secondary School
Health and Wellness	Child Care and Fitness	Sudbury Secondary School
Health and Wellness	Health Care	Confederation Secondary School
Health and Wellness	Health Service	Lockerby Composite School
Health and Wellness	Exercise Physiology and Health	Chelmsford Valley District Composite School
Hospitality and Tourism	Culinary Arts and Food Preparation	Espanola High School
Information and Communications Technology	Software and Digital Media	Lively District Secondary School
Information and Communications Technology	Software and Digital Media and Computer Systems	Lockerby Composite School
Manufacturing	Engineering, Design + Innovative Technology (EDIT)	Lo-Ellen Park Secondary School
Manufacturing	Fabrication	Confederation Secondary School
Mining	Engineering	Lockerby Composite School
Mining	Technology	Lively District Secondary School
Sports	Sports Industry	Lasalle Secondary School Lively District Secondary School
Transportation	Truck and Coach	Lasalle Secondary School

# Student Success

## Making the Transition Finding your way from Grade 8 to Grade 9

➔ THE FORMAT FOR THIS EVENT  
IS SUBJECT TO CHANGE BASED ON COVID-19.

Tune in to Eastlink Community TV Channel 10 on

November 15<sup>th</sup>, 2021  
November 22<sup>nd</sup>, 2021 | 8 pm  
November 29<sup>th</sup>, 2021

to watch "Making the Transition:  
Finding your Way from Grade 8 to Grade 9".

All parents/guardians and students in Grades 7 and 8 are invited to an interactive information session designed to help students make key decisions in the transition from elementary school to secondary school.

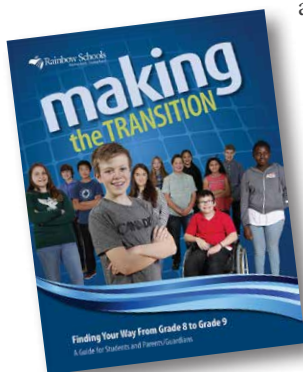
This information session will focus on the changes, challenges and choices students face as they enter high school. A number of topics will be explored, including how to read timetables, how to choose courses, pathways

and programs, how to ease into a new school environment, what resources are available, skills students need to be successful, and helpful tips.

This guide for students and parents is a must-read for all students making the transition from Grade 8 to Grade 9.

*To access the guide online, including videos, visit [rainbowschools.ca](http://rainbowschools.ca). Click on the Parents section.*

*This publication was produced by the Rainbow District School Board Parent Involvement Committee with funding from the Ministry of Education Parent Engagement Office.*



## Math is fun and interactive.



To support your child at home, it's important to understand why and how.

The Math at Home Tip Sheets and math games will show parents/guardians how to make math fun and engaging.

To access the tip sheets and the games, click on the *Parents* section at [rainbowschools.ca](http://rainbowschools.ca).

*Math at Home is a Rainbow District School Board Parent Involvement Committee project funded by the Ministry of Education Parent Engagement Office.*

## Help with math homework

Students in Grades 6 to 10 can take advantage of **FREE** online help with math.

TVO's Mathify is the new revitalized Homework Help program.

This online platform continues to offer free online math tutoring from Ontario certified teachers.

Tutors are available Sunday to Thursday from 3:30 pm to 9:30 pm.

The website features a 24/7 interactive whiteboard, full two-way audio chat rooms, is accessible through a phone, tablet or computer, has image upload capabilities and much more.

Funded by the Ontario government and administered by TVO's Independent Learning Centre, Mathify can be accessed at [www.tvomathify.com](http://www.tvomathify.com).



# The revitalization of Rainbow Schools continues...

## Lancer Dome

There is a new entrance to the dome at Lasalle Secondary School. It's a field house with a registration desk, washrooms, change rooms, lockers and a water refilling station.

Most of the work inside the field house was completed by Rainbow District School Board's maintenance staff. They finished interior walls, built cabinets and benches, and installed countertops, hardware, doors and lockers. They also did the electrical work and plumbing.

The site work will be completed next summer as part of the new French Immersion JK to Grade 6 school on the Lasalle Secondary School campus.



## Churchill Public School

The original portion of Churchill Public School will be replaced with a 5,300 square foot addition for childcare and Kindergarten classrooms. The existing childcare rooms will be renovated to accommodate the students from Cyril Varney Public School.

The new addition will be constructed from wood, an environmentally friendly resource. Old exhaust systems will be replaced with new energy-efficient ERV units. The project also includes energy efficient lighting and plumbing fixtures.

## JK to 6 French Immersion School in New Sudbury

Construction continues on the new French Immersion JK to Grade 6 school on the Lasalle Secondary School site.

The new school, scheduled to open in September 2022, will accommodate students from Ernie Checkeris Public School, Carl A. Nesbitt Public School and Westmount Avenue Public School.

The new build will incorporate a number of green features as Rainbow District School Board makes sustainability an ongoing priority, including R30 exterior walls, heat recovery system, toilets and urinals with sensor activated flush valves, a building automation system and LED lighting with occupancy sensors.



## K to 12 School in Chelmsford

Chelmsford Valley District Composite School has been retrofitted to create a Kindergarten to Grade 12 school offering JK to 8 (English and French Immersion) and Grade 9 to 12 (English Program). Now fully complete, the Chelmsford K to 12 school features a renovated elementary wing, a new entrance, new library spaces, an elementary gym for the junior division and a renovated high school gym. The retrofit includes LED lighting with occupancy sensors, a building automation system and new energy efficient roof top units for heating and cooling.

With distinct wings for younger and older students, Chelmsford Valley District Composite School is Rainbow District School Board's first K-12 school, which will allow for greater collaboration among students. Kindergarten students have access to a green space in the courtyard, while older students can watch living walls come to life within the school.

Chelmsford Valley District Composite School has a strong focus on environmentally sustainable practices as well as health and wellness to support student achievement.

## A word about accessibility

To learn more about the accessibility of school facilities, click here: <https://www.rainbowschools.ca/about-us/our-values/accessibility/>

Please contact the main office if you require assistance.

## Drinking Water Reports available online

The Government of Ontario has introduced more stringent requirements for flushing and testing of drinking water taps in schools to reduce children's exposure to lead in drinking water.

New amendments to Ontario Regulation 243/07 that took effect July 1, 2017 now require lead testing for all fixtures used to provide drinking water and/or prepare food or drink for children under 18. To access the legislation, a fact sheet for parents/guardians, and drinking water reports for Rainbow Schools, visit <https://www.rainbowschools.ca/parents/drinking-water-reports>

## Environmental Challenges

- September: World Rivers Day
- October: Waste Reduction Week
- November: World Fisheries Day
- December: Youth Climate Action Day
- January: Seed Swap Day
- February: National Sweater Day
- March: International Day of the Forest
- April: Earth Day
- May: World Turtle Day
- June: Clean Air Day

## Enough for all forever: Action on Climate Change

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

Due to the pandemic, all schools were certified in the 2019-2020 school year. In 2020-2021, schools were only encouraged to register. In total, ten Rainbow Schools certified and seven registered as participants.

The Ontario EcoSchools program provides students with proficiencies, perspectives and practices that help them become environmentally responsible citizens inside and outside of the classroom.

Certification recognizes achievement in six key areas:

1. ecological literacy,
2. energy conservation,
3. environmental stewardship,
4. school ground greening,
5. teamwork and leadership, and
6. waste minimization.

## Parental Involvement

# Improves Student Achievement

## Students benefit. Schools flourish.

**As a child's first teacher,** parents/guardians are important partners in the learning process. Your involvement in your child's education gives you the opportunity to strengthen that partnership and to be part of a team dedicated to building collaborative learning environments for young people.

When strong links are developed between home and school, students benefit and schools flourish. By supporting classroom lessons and reinforcing positive behaviour, you will be making significant contributions to your child's success inside and outside of the classroom.

All of us in Rainbow Schools are committed to working in partnership with parents/guardians. We encourage you to take an active interest in your child's education. The helpful hints and handy tips in this publication are designed to inform and inspire you to expand your roles as teachers, nurturers and mentors at home, at school and in the community.

## Help your Child Succeed

### Support 100% attendance

Some kinds of absences are unavoidable, but taking students out of school unnecessarily is disruptive for learning and reduces chances for success. Chronic Absenteeism is an outcome of frequently missing school either by arriving late, departing early or being absent from school days. You can promote strong attendance patterns by reinforcing with your child the importance of being at school every day and on time.

### Be generous with praise

Observe your child carefully and comment on the things that are done well. When you see an area that needs improvement, find a positive way to talk about it with your child.

### Encourage personal best

Help your child by encouraging him or her to do the best in school and at home. Remember, personal best does not mean perfect, and learning is not the same as high grades. Children, like adults, need the freedom to make mistakes and to learn from them.

### Make learning a priority

Your attitude toward school attendance, education and involvement in the school makes a strong and lasting impression on your child. Show your child, by example, that learning is a priority.

### Schedule study time

Set up an area for homework away from noise and distractions. Post a family calendar that schedules school project deadlines, after-school activities, mid-term dates, exam periods and report card dates.

## Volunteers Welcome

Volunteers are an essential part of Rainbow school communities. Across the Board, volunteers participate in a wide range of activities that support student success and enhance the quality of Rainbow Schools.

*Contact your child's school for more information about how you can become a volunteer.*

### Show interest in school work

- ◆ Talk about school each day.
- ◆ Ask to see class work.
- ◆ Have your child read aloud to you.
- ◆ Show appreciation for good efforts.
- ◆ Read to and with your child from a variety of material.
- ◆ Encourage your child to discuss new ideas and opinions.

### Make direct contact with the school

Try to make early and positive contact with your child's teacher. Visit the school or phone your child's teacher with any questions or concerns.

### Offer suggestions for success

Help your child use the following strategies to improve performance in school:

- ◆ Read the assignment when it is given.
- ◆ Keep a list of new vocabulary.
- ◆ Review notes before a test.
- ◆ Proofread assignments to catch errors before completing a final draft.

### Help set goals

At the beginning of each term, help your child identify three or four goals. Put the goals where they can be frequently seen. (The refrigerator is always an excellent spot.) Make sure the goals are specific.

### Get involved

Attend school activities such as information nights, parent/teacher interviews and school council meetings. When your children see you involved, they will also see education as a high priority. Encourage your child to join school clubs, teams or activities.

Good schools become that much better with the active participation of parents/guardians in special events, including school fairs, information nights and music, drama and sports activities.



EVENTS ARE SUBJECT TO CHANGE  
BASED ON COVID-19.

## Board-wide events

- ◆ Take Our Kids to Work Day (Grade 9): November 3, 2021
- ◆ Technological Skills Competition: March 2, 2022
- ◆ RDSB Science Fair: March 3, 2022
- ◆ Sudbury Regional Science Fair: April 2 and 3, 2022
- ◆ Joan Mantle Music Trust International Dinner: April 9, 2022
- ◆ Célébrons Franco-Rainbow Core French and French Immersion: April 20, 2022
- ◆ Earth Day: April 22, 2022
- ◆ Math, Science and Technology Olympics: May 2022
- ◆ Mock Trial Competition: May 2022
- ◆ Music Monday: May 2, 2022
- ◆ Education Week: May 2 to 6, 2022
- ◆ Sudbury Regional Heritage Fair: May 5 and 6, 2022
- ◆ Elementary Schools of Rock: June 1, 2022
- ◆ Elementary Entrepreneur Fair: June 2, 2022
- ◆ Sharing Dance Day: June 3, 2022

## Triple P: Positive Parenting Program

Sudbury / Espanola / Manitoulin

Triple P aims to help you:

- ◆ Raise happy, confident kids
- ◆ Manage misbehaviour so everyone in the family enjoys life more
- ◆ Set rules and routines that everyone respects and follows
- ◆ Encourage behaviour you like
- ◆ Take care of yourself as a parent
- ◆ Feel confident you're doing the right thing

## Positive Parenting Program

Because all families are different, Triple P has a range of ways to get your positive parenting program.

Choose anything from single visit consultations to public seminars; group courses to private sessions.

You can even do Triple P Online, at home or wherever you like!

Visit [www.triplep-parenting.ca](http://www.triplep-parenting.ca) to select a local provider or to register for online services.



# School Councils and the Parent Involvement Committee

Sign up for School Council by completing this form.

In Rainbow Schools, we believe that education is a shared responsibility between the home, the school and the community. Supportive parents, caring educators and active community members are partners in education working together for the benefit of children.

We welcome and encourage the participation of our partners in education in our schools and on our parent organizations, including School Councils and the Board-wide Parent Involvement Committee (PIC).

## What are School Councils?

School Councils are an important part of Rainbow Schools. Elected annually, they provide a forum through which members can contribute to improving student achievement and school performance.

Working in an advisory capacity, School Councils provide input and make recommendations to the school Principal and the Board on a wide range of topics. Examples of areas that may require consultation with School Councils include school budgets, school renovation plans, provincial test results, student code of conduct and parental involvement.

If you are a parent/guardian interested in joining the School Council at your child's school, please complete a Self-Nomination Form and return it to the school Principal. If you know someone else who may be interested in joining the School Council, please complete the Candidate Nomination Form. Board staff and students interested in becoming involved in School Councils should contact the Principal of their school.

## What is the Parent Involvement Committee?

The Parent Involvement Committee (PIC) enhances the learning environment for students by engaging parents in Rainbow Schools.

The Parent Involvement Committee provides a regular opportunity for School Council members to network, share ideas, offer input and enjoy informative presentations on a number of education related topics throughout the school year. PIC makes parental engagement a priority by providing support on a system-wide basis and promoting dialogue between School Councils, the Board and members of the community.

## What role can you play?

Participating on School Council is a rewarding experience for those who value the opportunity to improve student success and enhance school communities. By becoming involved, you will...

- ◆ Be an important partner in education
- ◆ Be a good role model

- ◆ Be a valued member of the school and school board community
- ◆ Contribute to the shared goal of ensuring continued excellence in education and the effective operation of schools
- ◆ Have the opportunity to provide your input on school related topics
- ◆ Have greater influence in education at the school, Board and provincial levels
- ◆ Make a difference in the education of your child and other children in your community

## The ABCs of parental partnerships

At home, at work or at school, there are many ways parents/guardians can contribute to their child's education.

### A - At Home

- ◆ Work in collaboration with the school
- ◆ Read to and with your child
- ◆ Tutor your child and/or other students
- ◆ Refer to *A Guide for Students and Parents/Guardians* and [rainbowschools.ca](http://rainbowschools.ca) throughout the school year
- ◆ Involve your child in daily activities such as banking and cooking

### B - At Work

- ◆ Display your child's work
- ◆ Support job shadowing
- ◆ Hire a summer student
- ◆ Offer Co-op or OYAP placement opportunities
- ◆ Organize workplace tours and visits

### C - At School

- ◆ Volunteer to help out with school events
- ◆ Take part in fundraising activities
- ◆ Attend parent-teacher interviews
- ◆ Support the school's special presentations and programs for parents/guardians
- ◆ Attend information nights, school fairs, school concerts and sports activities
- ◆ Showcase your trade or profession at career fairs
- ◆ Coach a sports team
- ◆ Join a School Council
- ◆ Attend a Parent Involvement Committee (PIC) meeting

# Parent Involvement Committee

The Parent Involvement Committee (PIC) provides a forum for School Council members in Rainbow Schools to network, share ideas and provide input.

Each School Council will appoint a parent member to attend a minimum of one Parent Involvement Committee meeting during the school year.

## 2021-2022 Schedule of Meetings



**THE FORMAT FOR THESE MEETINGS IS SUBJECT TO CHANGE BASED ON COVID-19.**

Unless otherwise indicated, Parent Involvement Committee meetings are held at the Rainbow District School Board Centre for Education, 408 Wembley Drive, Sudbury.

### ◆ Tuesday, October 19, 2021

**Annual General Meeting - 6 pm**

Topic: Resilience – Michael Ungar, Ph.D. (virtual)



Michael Ungar, Ph.D. is the founder and Director of the Resilience Research Centre at Dalhousie University. His ground-breaking work as a family therapist and resilience researcher is recognized around the world, with much of that work focused on the resilience of marginalized children and

families, and adult populations experiencing mental health challenges at home and in the workplace.

**Featured speaker not-to-be missed!**

### ◆ Tuesday, December 14, 2021 at 7 pm

Topic: How to run a School Council

### ◆ Tuesday, January 4, 2022 at 7 pm

Topic: Mental Health Strategic Plan Update

### ◆ Tuesday, February 8, 2022 at 7 pm

Topic: Equity and Inclusion/Census/Survey Results

### ◆ Tuesday, April 12, 2022 at 6:30 pm

Topic: Outdoor Classrooms

### ◆ Tuesday, May 10, 2022 at 7 pm

Topic: Planning for the 2022-2023 school year

*For more information about the Parent Involvement Committee, talk to your school Principal, visit [rainbowschools.ca](http://rainbowschools.ca) or phone 705.674.3171, ext. 7217.*

*If you have any questions about homework, please talk to your school's Principal. To learn more, visit [rainbowschools.ca](http://rainbowschools.ca).*

# Nut-controlled Schools

## Anaphylaxis Alert!

### Communities Working Together To Protect Our Children

Many children have allergies. Some allergic reactions can be life threatening. This medical condition is called anaphylaxis. Some children, for example, are severely allergic to nut products, including peanut butter or other severe allergens that may also lead to anaphylaxis. Even a tiny bit can be fatal within minutes.

Rainbow District School Board promotes co-operation towards nut-controlled schools.

### However, we cannot guarantee a nut-free environment.

We caution parents/guardians of an anaphylactic child that traces of nut products can be hidden. Students can fail to recognize they have nut products in their lunches, and/or students may not admit that they have nut products.

### Please contact your school Principal as soon as possible.

If you are a parent/guardian of a child with a life-threatening allergy, we need your co-operation in providing the school with current medical information and in developing a plan with your child's Principal to protect your child from danger.

Please also contact the Sudbury Student Services Consortium at 705.521.1234 and inform your child's bus driver of your child's condition.

## Avoiding Peanuts in Schools

We encourage all parents/guardians to send foods to school without nuts or nut products.

- ♦ [www.allergyasthma.on.ca](http://www.allergyasthma.on.ca)
- ♦ [www.foodallergy.org](http://www.foodallergy.org)
- ♦ [www.anaphylaxis.org.uk/schools](http://www.anaphylaxis.org.uk/schools)

Parents may be asked to avoid packing lunches with other foods that could result in a severe allergic reaction for another student.

## TIPS for Packing

### Nut-controlled lunches and snacks

**READ all ingredient lists very carefully.** Although some food product labels note *may contain traces of peanuts*, this information is not consistently provided by all manufacturers.

**RE-CHECK the list each time you buy a product to make sure that the ingredients have not changed.** If you have questions about the product, contact the manufacturer directly. If you cannot contact the manufacturer, do not purchase the product.

**AVOID any products that do not carry a complete list of ingredients (e.g. on-site bakery and bulk food products).** As well, there is a much greater risk for cross-contamination with bulk food products. Safe foods become unsafe through contact with peanuts or peanut products. Keep this in mind when buying foods from bulk bins.

**PREPARE FOOD SAFELY.** Wash hands thoroughly and make sure that all cutting boards, food preparation utensils, counter tops and containers are clean and sanitized. Peanut residue can easily be passed on to other foods during preparation (e.g. don't dip the knife used to spread peanut butter in the jelly jar).

**TEACH children to wash their hands and faces well with soap and water before and after eating meals, both at home and at school.** Remind them not to share their lunch and snack foods, utensils or food containers with classmates.

**WORK with your school community to create a nut-controlled environment.**

**PLEASE DO NOT send peanut butter substitutes to school.** It is difficult to tell the difference between a substitute and real peanut butter. We cannot rely on labelling. Let's err on the side of safety.



## Asthma-Friendly Schools

### Many children have asthma.

Some asthma attacks can be life threatening. Rainbow District School Board staff receive asthma education and training on recognizing triggers and symptoms.

**Please contact your school Principal as soon as possible.**

If you are a parent/guardian of a child with asthma, we need your co-operation in providing the school with current medical information and in developing a plan with your child's Principal to protect your child.

**Please also contact the Sudbury Student Services Consortium at 705.521.1234 and inform your child's bus driver of your child's condition.**

Students under 16 years of age who have parental permission are permitted to carry their own asthma medication with them at school.

Students 16 years of age and older do not require parental permission.

## Plan of Care


Students with anaphylaxis, asthma, diabetes and epilepsy will have a personalized Plan of Care. The school principal, parents/guardians, the student and relevant medical professionals will develop the Plan of Care collaboratively at the beginning of the school year. The Plan of Care will outline the student's medical condition, provide a detailed plan of care, and list the appropriate personnel with whom the plan is to be shared.

**Rainbow District School Board schools and sites are SCENT-FREE environments.**

# Rainbow Schools

## About our logo

### The symbol

 The apple is a long-standing emblem of the relationship between teacher and learner. The rainbow carved out of the apple and the series of pathways in the form of rainbows reflect the essence of Rainbow Schools - leaders in learning inspiring success for all students.

Students enter Rainbow Schools in Kindergarten and journey forward towards their destination of choice - independent living, work, apprenticeship, college and/or university. The pathways continue into infinity, a symbol of lifelong learning and learning for life.

The three lines that form the stem of the apple represent the Board's vast geographic coverage area (Sudbury • Espanola • Manitoulin), the levels of learning (Elementary • Secondary • Adult Education), and the programs offered (English • Core French • French Immersion).

The parallel lines illustrate equality and diversity in public education - the foundation for a democratic, prosperous, humane, just and respectful society.

### The colour

The logo is two variations of blue. The symbol, a vibrant and versatile sky blue, provides a perfect canvas for the stylized rainbows. The word mark, a traditional and timeless navy blue, offers maximum legibility for Rainbow Schools.

The colours of the rainbow come to life through the integration of four additional colours - red and yellow (primary colours) and purple and green (secondary colours.)

### The slogan

The slogan captures the Rainbow District School Board's vision and mission.

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

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



**Rainbow Schools**  
*Reaching minds. Touching hearts.*

## Mental Health and Well-being



**Mental health and well-being are important for student success, and, therefore, a priority in Rainbow Schools.**

Mental health in childhood means reaching developmental and emotional milestones. It also means learning healthy social skills and how to cope when there are problems. At any given time, some children and youth will struggle with their emotions, thoughts, or behaviours. Knowing the signs and getting help early can make all the difference.

Rainbow Schools are ideal settings to support educator mental health literacy, guide student-led mental health awareness and stigma-reduction initiatives, and provide classroom consultations.

Rainbow District School Board's team of mental health professionals offers early identification and assessment, prevention, and intervention services. They are also qualified to provide more in-depth therapeutic interventions, for individuals and groups, to support students when they are at their most vulnerable. For significant mental health needs, the mental health team and staff in schools work with families and community partners to ensure students receive extra support and care.

We all have a role to play in nurturing mental health and well-being, and it starts in the home. Parents, guardians, caregivers and family members can support their own children to help them grow into mentally healthy and resilient adults.

Visit <https://www.rainbowschools.ca/parents/mental-health-well/community-resources>.

## Community Resource - 211 Ontario

Dial 211 to find help for all of life's challenges or visit [211ontario.ca](http://211ontario.ca)

## Student Accident Insurance

Rainbow District School Board does not provide accident insurance coverage for student injuries that occur on school premises or during school activities.

### Accidents can and do happen.



Some injuries result in medical, dental or other expenses that are not covered by provincial health care or employer group plans. As a parent or guardian, you become responsible for these expenses.

Rainbow District School Board has an Accident and Life Insurance Program available for students. Participation in this program is voluntary and the costs are to be paid by the parent or guardian.

For your convenience, Rainbow District School Board has arranged a Student Accident Insurance Policy exclusively through Old Republic Insurance Company of Canada (Old Republic Canada). This program offers a variety of plans and benefits at affordable prices. Benefits include: dental expenses (resulting from an accident), total and permanent disability, paralysis/loss of use, special disability benefits and death benefits.

If your child participates in co-curricular activities or activities outside the school day, there is a plan tailored to your needs. All rates are one-time annual premiums.

The insurance agreement is between you and Old Republic Insurance Company of Canada (Old Republic Canada). If you wish to subscribe, apply directly online at [www.insuremykids.com](http://www.insuremykids.com).

**Any questions should be directed to:**  
**Old Republic Insurance Company of Canada**  
**(Old Republic Canada)**  
**Toll free at 1.800.463.KIDS (5437)**

### Rainbow District School Board

brings learning to life in 31 elementary school buildings and 9 secondary school buildings. Approximately 13,317 students are enrolled in Rainbow Schools.

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

Rainbow District School Board's approved budget for the 2021-2022 school year is \$215 million.

**myBlueprint** provides students in Grades 7 to 12 with a simple step-by-step approach to career and life planning. Students can build customized high school course plans, identify post-secondary options and explore valuable information about apprenticeships, college programs, university programs and workplace opportunities across Canada. With direct access from home, parents/guardians can also get more involved in their child's education.

## Getting Started Guide for Parents/Guardians

### EXISTING USER?

1. Visit [www.myBlueprint.ca/login](http://www.myBlueprint.ca/login)
2. Enter your email address and myBlueprint password in the Login Tab
3. Click Log In

**Forgot your password?** Click on "Forgot Password?"

### CREATE YOUR PARENT ACCOUNT

1. Visit [www.myBlueprint.ca/rainbow](http://www.myBlueprint.ca/rainbow)
2. Click the **Sign Up** tab in the top middle
3. Select your child's (**future**) high school from the list and click **Create Account**
4. Select your account type: Family/Advisor
5. Select **Student's grade range**, then **Continue**
6. Fill out the sign up pages then **Continue**
7. You can add your child's email address to link to their account
8. Click **Continue**

#### Don't know your child's email address?

Follow the "Link with your Child" instructions below.

### LINK WITH YOUR CHILD (Optional)

If you did not link to your child's account at sign up, follow these steps:

1. Log in to your account
2. Click **Add Student**
3. Enter their email address and click **Add Student**
4. Once matches are found, it will send a request for approval.

### EXPLORE STUDENT FEATURES

From your Dashboard, click Go to Student View to access a demo student account to explore the features of myBlueprint.

- ◆ **Post-secondary** – compare detailed information on apprenticeships, college programs, university programs and workplace sectors across Canada
- ◆ **Who Am I** – complete six unique assessments for self-exploration and discovery (including Learning Styles, Myers-Briggs Personality, Holland Interests, Knowledge, Motivations, and Compatibility) and be matched with suited occupations
- ◆ **Goals** – add interactive SMART goals and action plans
- ◆ **High School** – visually plan courses, track progress toward graduation, and instantly identify post-secondary eligibility for opportunities in every pathway
- ◆ **Occupations** – compare comprehensive information on occupations
- ◆ **Résumé and Cover Letters** – record experiences, build a résumé, write a cover letter
- ◆ **Money** – build a budget to track income and expenses
- ◆ **Job Search** – find real-world job postings that relate to occupations of interest
- ◆ **Portfolios** – create multiple portfolios (e.g. personal or career portfolios) and share them with parents, teachers or future employers



## School Cash Online

Parents/guardians can sign up for School Cash Online, an easy way to pay for school activities and events, including field trips, hot lunches, athletic fees, spirit wear and more.

School Cash Online is safe, simple, secure and saves time.

Students will no longer be required to bring money to school, parents/guardians will be able to pay for school items through a secure online system from anywhere at anytime, and school staff will no longer need to collect, count and deposit as much money as they have in the past.

If all parents/guardians sign up for School Cash Online, handling money will be eliminated altogether. Parents can pay for school items through eCheque or credit card.

Through School Cash Online, parents/guardians will be able to easily track expenditures for each child. School staff will be able to easily track funds and generate summary reports.

**Sign up today!**  
An easy way for parents to pay:  
School Cash Online

Parents/guardians are invited to sign up at [rainbowschools.schoolcashonline.com](http://rainbowschools.schoolcashonline.com).

**Note:** If you do not have access to a computer, please contact your child's school. Staff will be pleased to help you sign up for School Cash Online.

Rainbow District School Board is inviting students from around the world to live in Sudbury and learn in Rainbow Schools.

Students will enjoy the excitement of an urban environment with the comfort and safety of small-town living.

Students may apply to earn credits over the course of one or more semesters, or participate in a short-term culture and language immersion program.

International students, from Grades 7 to 12, will have a broad selection of courses to choose from, including the International Baccalaureate Program and Advanced Placement Program.

Support with learning English will enable students to build a foundation for success in their overall studies.

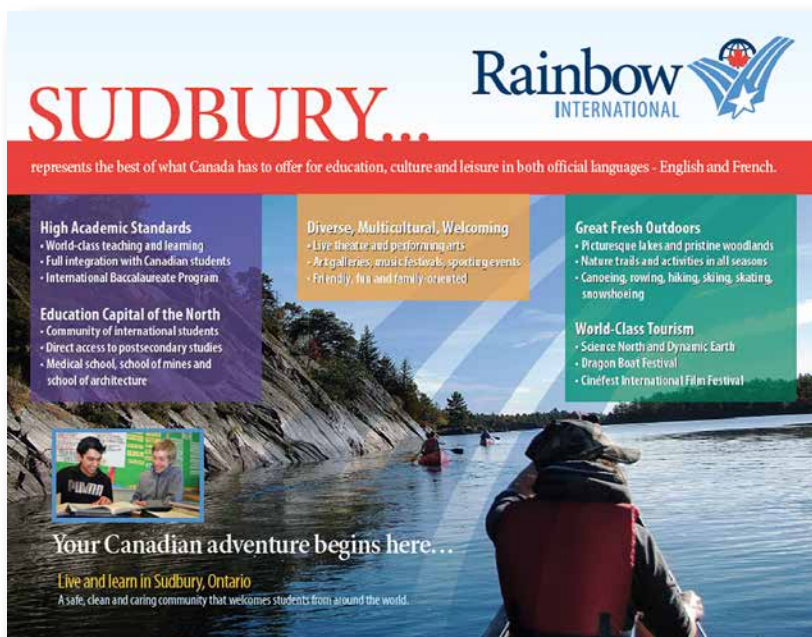
Learning alongside students from around the world enriches students in Rainbow Schools, as they develop global competencies and/or intercultural understanding.

## Why study with Rainbow International?

- ◆ Rigorous academics with extensive university/college preparation
- ◆ Direct access to post-secondary university/college education
- ◆ Comprehensive industry and university/college Co-operative Education opportunities
- ◆ Supportive English Language Learning programs
- ◆ Low ratio of international students to Canadians
- ◆ Modern approach to 21<sup>st</sup> century education
- ◆ High quality educators
- ◆ Purposeful educational activities that tackle relevant global challenges
- ◆ Leadership challenges that promote volunteerism and diversity

Rainbow Schools are exciting places to be, where diversity is valued and celebrated, and learning is relevant and fun.

To learn more about the program, please email [study@rainbowschools.ca](mailto:study@rainbowschools.ca).



**SUDBURY...** represents the best of what Canada has to offer for education, culture and leisure in both official languages - English and French.

**High Academic Standards**

- World-class teaching and learning
- Full integration with Canadian students
- International Baccalaureate Program

**Education Capital of the North**

- Community of international students
- Direct access to postsecondary studies
- Medical school, school of mines and school of architecture

**Diverse, Multicultural, Welcoming**

- Live theatre and performing arts
- Art galleries, music festivals, sporting events
- Friendly, fun and family-oriented

**Great Fresh Outdoors**

- Picturesque lakes and pristine woodlands
- Nature trails and activities in all seasons
- Canoeing, rowing, hiking, skiing, skating, snowshoeing

**World-Class Tourism**

- Science North and Dynamic Earth
- Dragon Boat Festival
- Cinefest International Film Festival

Your Canadian adventure begins here...

Live and learn in Sudbury, Ontario  
A safe, clean and caring community that welcomes students from around the world.

## World Class Education

International students have access to the Rainbow District School Board's specialized programs, including

- ◆ the International Baccalaureate Program (IB)
- ◆ the Arts Education Program,
- ◆ the Science Technology Education Program (STEP) and
- ◆ the Innovative Integrated Technology Program (InIT).

International students may also participate in Specialist High Skills Majors and Dual Credits.

## Globalized Classrooms

Rainbow District School Board nurtures global citizens through a comprehensive 21<sup>st</sup> century education.

Welcoming students from around the globe into classrooms enriches Rainbow Schools as students learn through diversity in experience and perspective.

Rainbow District School Board's commitment to international education directly aligns with the goal of developing in all students the global competencies of character, citizenship, communication, collaboration and creativity.



Visit: <https://www.rainbowschools.ca/programs/international-students/>

# Attention Parents/Guardians

## Important Dates

Please ensure your child is at school to write these important provincial assessments administered by the Education Quality and Accountability Office.

### Assessments

Primary EQAO Assessment	May 4 to June 24, 2022
Junior EQAO Assessment (reading, writing and math)	May 4 to June 24, 2022
Grade 9 math EQAO Assessment	October 1, 2021 to June 24, 2022

### Literacy Test

Ontario Secondary School Literacy Test

### Written on

**Fall 2021**  
October 13, 2021 to December 1, 2021

**Spring 2022**  
March 23, 2022 to May 18, 2022

 **Successful completion of the OSSLT as a graduation requirement in secondary schools will resume in the 2022-2023 school year.**

## Virtual Secondary School Information Nights

Information nights in Rainbow Secondary Schools will give students and their parents/guardians an opportunity to explore options. All Grade 8 students and their parents/guardians are invited to participate in these sessions, regardless of which elementary school students currently attend.

Espanola High School.....	November 25, 2021
Lockerby Composite School.....	December 1, 2021
Lively District Secondary School.....	December 9, 2021
Chelmsford Valley District Composite School.....	January 11, 2022
Sudbury Secondary School.....	January 13, 2022
Lo-Ellen Park Secondary School.....	January 13, 2022
Manitoulin Secondary School.....	February 10, 2022
Lasalle Secondary School.....	February 16, 2022
Confederation Secondary School.....	February 17, 2022

*Please contact schools for start times.*

## Inclement Weather

In the event of inclement weather, listen to the radio for cancellation of buses and classes, visit [www.businfo.ca](http://www.businfo.ca), or follow @bus\_info1 on Twitter.

In the interest of the safety and well-being of staff and students, classes will be cancelled when weather conditions warrant such action.

To find out if schools are closed or buses are operating, please listen to the radio. Every attempt will be made to announce class cancellations on the various radio stations by 7 am.

When transportation is cancelled, Rainbow District School Board staff are expected to report to work when it is safe for them to do so.

In extreme conditions, there may not be anyone present to receive students upon their arrival.

It's important for parents/guardians to note that students will only be admitted to school when accompanied by a teacher or other person authorized by the Principal.

So please listen to the radio in the event of inclement weather. If classes are cancelled, please do not bring your child to school.

If schools are open but buses are cancelled and you drop your child off, please remember that you must pick your child up at the end of the day.

**For school bus cancellations and school closures, visit [rainbowschools.ca](http://rainbowschools.ca) and click on Transportation.**

*If you would like inclement weather notices emailed to you, please contact the Sudbury Student Services Consortium at [trans@businfo.ca](mailto:trans@businfo.ca).*

## Parents/guardians of elementary students

Please notify your child's school of all absences, including when your child will be absent because transportation has been cancelled. *This is very important for our safe arrival program.*

## First Semester

### Secondary School

September 7, 2021 to February 3, 2022

## Second Semester

### Secondary School

February 4, 2022 to June 29, 2022

## Examination Days

### Secondary School

January 28, 2022 to February 3, 2022

June 23, 2022 to June 29, 2022

### Please Note:

Parents/guardians are asked to note examination dates and avoid scheduling vacations during this period.

## Professional Activity Days

September 1, 2021	February 4, 2022
September 2, 2021	March 11, 2022
October 25, 2021	June 13, 2022
November 19, 2021	

## Board Meetings

Board meetings are open to the public. Meetings are held at the Centre for Education, 408 Wembley Drive in Sudbury, on Tuesdays beginning at approximately 5 pm.

**Regular Board meetings in the Ernie Checkers Boardroom are livestreamed and archived.**

Please confirm location and start time by calling 705.674.3171, ext. 7216 or visit our website [rainbowschools.ca](http://rainbowschools.ca).

### Schedule of Meetings

August 31, 2021	February 15, 2022
September 28, 2021	March 22, 2022
October 26, 2021	April 19, 2022
November 16, 2021	May 17, 2022
December 7, 2021	May 24, 2022 (Budget)
January 25, 2022	June 28, 2022

**Strategic Planning Committee meetings will be livestreamed. Visit [rainbowschools.ca](http://rainbowschools.ca) for a schedule of meetings.**

## Transportation



The Sudbury Student Services Consortium oversees the transportation of close to 21,000 students on 400 buses daily for the four area school boards in the Sudbury, Espanola, Massey and Manitoulin Districts.

For more information about transportation, including student eligibility and bus cancellation procedures, please call the Sudbury Student Services Consortium at 705.521.1234 or toll free at 1.877.225.1196 (from 7 am to 5 pm, Monday through Friday), email [trans@businfo.ca](mailto:trans@businfo.ca) or visit [www.businfo.ca](http://www.businfo.ca). Follow @bus\_info1 on Twitter for inclement weather days.



## September 2021

s	m	t	w	t	f	s
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## October 2021

s	m	t	w	t	f	s
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## November 2021

s	m	t	w	t	f	s
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## December 2021

s	m	t	w	t	f	s
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## January 2022

s	m	t	w	t	f	s
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## February 2022

s	m	t	w	t	f	s
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

## March 2022

s	m	t	w	t	f	s
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## April 2022

s	m	t	w	t	f	s
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## May 2022

s	m	t	w	t	f	s
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## June 2022

s	m	t	w	t	f	s
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## July 2022

s	m	t	w	t	f	s
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## August 2022

s	m	t	w	t	f	s
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**ELEMENTARY SCHOOLS - SUDBURY AREA**

School	Principal	Telephone
Adamsdale Public School	Ashleigh Conley	705.566.6020
Alexander Public School (FI)	Brenda Carr	705.675.5961
Algonquin Road Public School	Trevor Dewit	705.522.3171
C.R. Judd Public School	Susan Cousineau	705.671.5953
Carl A. Nesbitt Public School (FI)	Jim Wachnuk	705.566.3935
Chelmsford Valley D.C.S. (K to Grade 8 - FI & EP)	Danielle Williamson	705.675.0225
Churchill Public School	Kim Boulanger	705.566.5130
Confederation Secondary School (Grade 7 & 8)	Marty Punkari	705.671.5948
Copper Cliff Public School	James Norrie	705.682.4721
Cyril Varney Public School	Kendra Mihell	705.566.2424
Ernie Checkeris Public School (FI)	Jim Wachnuk	705.566.7610
Lansdowne Public School (FI & EP)	Jennifer Harvey	705.675.6451
Larchwood Public School	Elizabeth Mack	705.671.5944
Lasalle Secondary School (Grade 7 & 8 - FI & EP)	Maureen McNamara	705.566.2280
Levack Public School (EP)	Pablo Gil-Alfau	705.671.5943
Lively District Secondary (Grade 7 & 8 - FI & EP)	Leslie Mantle	705.692.3671
Lo-Ellen Park Secondary (Grade 7 & 8 - FI & EP)	Pamela Potvin	705.522.2320
MacLeod Public School	Kerri Monaghan	705.522.8040
Markstay Public School	Nadia Berardelli	705.671.5946
Monetville Public School	Paula Biondi	705.898.2785
Northeastern Elementary School (FI & EP)	Ron Hodkinson	705.675.0204
Princess Anne Public School	Jodie Pakkala	705.673.6516
Queen Elizabeth II Public School	Paula Mackey	705.675.6198
R.H. Murray Public School	Chris Bourré	705.671.5942
R.L. Beattie Public School (FI)	Kelly McCauley	705.522.7178
Redwood Acres Public School	Mark Patterson	705.675.0202
Valley View Public School (FI)	Christine Chisholm	705.671.5956
Walden Public School (FI & EP)	Stephen Winckel	705.692.3602
Westmount Avenue Public School (FI)	Lisa Piquette	705.566.1770

**SECONDARY SCHOOLS - SUDBURY AREA**

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

**ELEMENTARY SCHOOLS - ESPANOLA AREA**

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

**SECONDARY SCHOOL - ESPANOLA AREA**

School	Principal	Telephone
Espanola High School	Kristina Rivard Gobbo	705.869.1590

**ELEMENTARY SCHOOLS - MANITOULIN ISLAND**

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

**SECONDARY SCHOOL - MANITOULIN ISLAND**

School	Principal	Telephone
Manitoulin Secondary School	Christy Case	705.368.7000

**OTHER SCHOOLS, PROGRAMS AND SERVICES**

School/Program/Service	Principal/Contact	Telephone
Adult Day School	Heather Downey	705.675.5481
Alternative Program Elementary	Patrick Hopkin	705.674.1221
Cecil Facer Secondary School	Melanie Bertrand	705.522.0196
Child and Adolescent Mental Health Program	Patrick Hopkin	705.674.1221
Children's Treatment Centre	Patrick Hopkin	705.674.1221
Co-operative Education	Jody Jakubo	705.688.0888
Frank Flowers School Program	Melanie Bertrand	705.524.3354
Indigenous Education	Kathy Dokis	705.674.3171 ext. 8236
Jean Hanson Public School Mental Health	Patrick Hopkin Mary Jago	705.674.1221 705.674.3171 ext. 8216
N'Swakamok Native Alternative School	Heather Downey	705.674.2128
Ontario Youth Apprenticeship Program Program	Dana Kinsella Daniel Koziar	705.688.0888 705.523.3308
Remote Learning Elementary/Secondary Restart Program	Emily Caruso Parnell Melanie Bertrand	705.671.5945 705.671.5941
Special Education Programs/Services Student Success	Colleen McDonald Heather Gaffney	705.523.3308 705.523.3308
Transportation Inquiries (Sudbury Student Services Consortium) For bus cancellations, visit rainbowschools.ca and click on Transportation.	705.521.1234 (or visit businfo.ca) Toll Free: 1.877.225.1196	

**FI** - These schools offer the French Immersion Program.

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

All other schools offer the English Program.

**TRUSTEES**

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

**ADMINISTRATION**

Centre for Education	705.674.3171	Toll Free: 1.888.421.2661
Bruce Bourget	Director of Education	ext. 7216
Dennis Bazinet	Superintendent of Business	ext. 7236
Lesley Fisher	Superintendent of Schools	ext. 7213
Judy Noble	Superintendent of Schools	ext. 7213
Kathy Wachnuk	Superintendent of Schools	ext. 7236
Nicole Charette	Senior Advisor	ext. 7217
	Corporate Communications and Strategic Planning	

**Power Outages**

Please note that during power outages, parents/guardians

will not be able to phone, fax or email affected schools directly.

In the event of an emergency, please call the Centre for Education  
at 705.674.3171 or Toll Free: 1.888.421.2661.