Rainbow Schools

A Guide for Students and Parents/Guardians

Sudbury • Espanola • Manitoulin

Aanii • Hello • Bonjour

2026-2027

Reaching minds. Touching hearts.

Leaders in learning

Welcome to the 2026-2027 school year!

In Rainbow Schools, we instill in students the skills they need to lead independent and productive lives. We also build responsible and respectful citizens who care about each other and the world in which they live.

Parents/guardians are encouraged to take an active interest in their child's education. Ensuring your child attends school regularly is a good place to start. When parents/guardians value education, students value education. There is a strong correlation between attendance and achievement.

We also invite community partners to help us mentor and nurture their future workforce.

When the home, the school and the community work together, we maximize learning opportunities for students and help them achieve their full potential.

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

David Farrow, *Chair, Rainbow District School Board*

Trustees: Your Voice at the Board

David Farrow
Board Chair
705.688.6052

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

Alex McCauley
Board Vice-Chair
705.690.1207

Sudbury, Area 4
- C.R. Judd Public School
- Churchill Public School
- Lasalle Elementary School
- Markstay Public School
- Monetville Public School
- Northeastern Elementary School
- Westmount Avenue Public School
- Barrydowne College
- Lasalle Secondary School

Bob Clement
705.869.2235

Espanola, Area 8
- A.B. Ellis Public School
- S. Geiger Public School
- Espanola High School

Lisa Corbiere-Addison
705.282.4146

Manitoulin, Area 7
- Assiginack Public School
- Central Manitoulin Public School
- Charles C. McLean Public School
- Little Current Public School
- Manitoulin Secondary School

Linda Debassige
705.210.9985

First Nations
- Atikamekshen Anishnawbek
- Aundeck Omni Kaning First Nation
- Dokis First Nation
- M'Chigeeng First Nation
- Sagamok Anishnawbek
- Sheguiandah First Nation
- Sheshegwaning First Nation
- Wahnapitae First Nation
- Whitefish River First Nation
- Zhiibaahaasing First Nation

Doreen Dewar
705.682.9449

Sudbury, Area 5
- Alexander Public School
- Algonquin Road Public School
- MacLeod Public School
- R.L. Beattie Public School
- Cecil Facer Secondary School
- Lockerby Composite School
- Lo-Ellen Park Secondary School

Anita Gibson
705.929.7842

Sudbury, Area 2
- Lansdowne Public School
- Larchwood Public School
- Levack Public School
- Chelmsford Valley District Composite School

Judy Hunda
705.507.4332

Sudbury, Area 6
- Adamsdale Public School
- Queen Elizabeth II Public School
- Sudbury Secondary School

Judy Kosmerly
705.897.1603

Sudbury, Area 3
- Redwood Acres Public School
- Valley View Public School
- Confederation Secondary School

Sadie Gardiner
Student Trustee
Lockerby Composite School

Tehya Montgomery
Student Trustee
Lasalle Secondary School

Preparing lifelong learners

Dear Students, Families, Staff and Communities:

The beginning of a school year is an exciting time filled with hope, energy and new adventures. Our caring staff are ready to provide safe, welcoming and uplifting school and classroom environments.

In partnership with you, we strive to support each student through the pursuit of academic excellence and overall well-being. Students who are fully engaged in school life by attending classes regularly, embracing the effort, and participating in sports, clubs, and events develop a strong sense of belonging at school and a connection to their school community.

When parents/guardians make daily attendance a habit, encourage children to try their best, and take an active interest in their child's education, it shows that school matters.

To our students, embrace your curiosity, rise to the challenge, be kind to each other, work hard, and make this year fulfilling and memorable as you follow your dreams.

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

Bruce Bourget, *Chief Executive Officer, Rainbow District School Board*

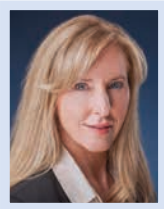
Executive Council

Bruce Bourget
Chief Executive Officer

Adam Guilbault
Superintendent of Business

Dan Koziar
Superintendent of Schools

Leslie Mantle
Superintendent of Schools



Maureen McNamara
Superintendent of Schools

Danielle Williamson
Superintendent of Schools

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

Annual Reports are also available online.

PRIORITIES

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

VISION

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

MISSION

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

VALUES

Humility
Bravery
Honesty
Wisdom
Truth
Respect
Love
Resilience
Equity
Community

Seven Grandfather Teachings
Niizhwaaswi G'chi Mishoomsinaanik Kinoomadwinan

Introducing

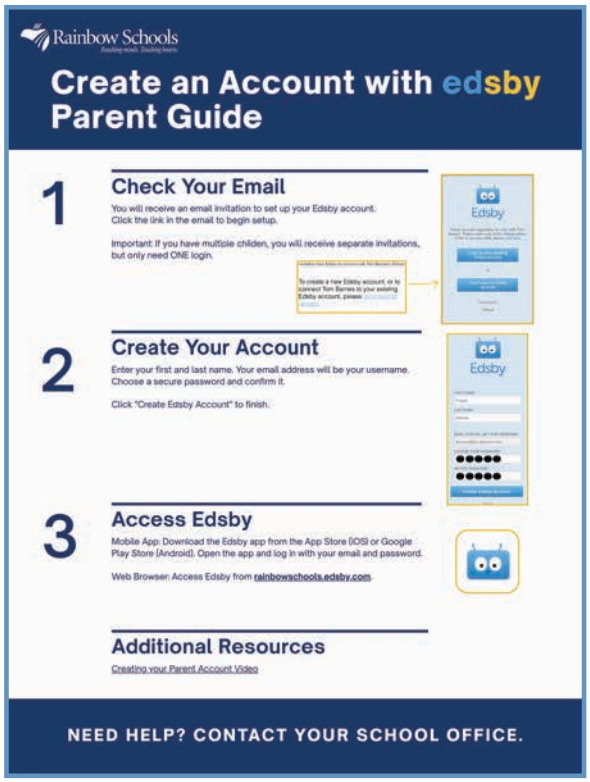
Edsby

Rainbow District School Board has launched a new communications platform.

Parents/guardians have been invited to sign up for Edsby by email.

If you did not receive an email about Edsby, please ensure your child's school has your current email address.

You will be able to download the Edsby application to your computer, laptop or smartphone and access board and school information from anywhere at any time.


Rainbow Schools

Create an Account with edsby
Parent Guide

1 Check Your Email

You will receive an email invitation to set up your Edsby account. Click the link in the email to begin setup.

Important: If you have multiple children, you will receive separate invitations, but only need ONE login.

2 Create Your Account

Enter your first and last name. Your email address will be your username. Choose a secure password and confirm it.

Click "Create Edsby Account" to finish.

3 Access Edsby

Mobile App: Download the Edsby app from the App Store (iOS) or Google Play Store (Android). Open the app and log in with your email and password.

Web Browser: Access Edsby from rainbowschools.edsby.com.

Additional Resources

Creating your Parent Account Video

NEED HELP? CONTACT YOUR SCHOOL OFFICE.

Five reasons to sign up for Edsby:

1. **Report and track** your child's attendance at school
2. **Receive timely updates** about important events
3. **Read the latest news** from your child's school/board
4. **Connect** with your child's teacher
5. **Get updates** on your child's learning

More features will be available throughout the school year.

As we streamline our communications with families, Edsby will become an important two-way channel between the school and the home, and the home and the school, for both our elementary and secondary schools.

We are excited to share Edsby with you and know you will enjoy using this new platform.

To learn more, visit the Edsby for Parents website.

All Day Every Day | English and French Immersion

Kindergarten in Rainbow Schools

NEW

A NEW KINDERGARTEN CURRICULUM is being implemented in the 2026-2027 school year.

Learn more.

Big benefits for little learners

- Full-day, everyday attendance builds routine and confidence.
- Early reading skills are introduced through engaging activities.
- Outdoor inquiry happens daily through exploring, asking and discovering.
- Early math is explored through hands-on and structured learning.
- Before and after school programs extend the fun and the learning.

Information Nights

For the English Program

Wednesday, January 13, 2027
5:30 pm to 6:30 pm

For French Immersion

Thursday, January 14, 2027
5:30 pm to 6:30 pm

Schools offering English and French Immersion will host one Information Night on January 14, 2027.

Register for Kindergarten

Please bring your child's identification documents to the Kindergarten Information Night. Identification documents include:

- **Proof of address** (Utility/tax bill, residential purchase/lease agreement, residential phone/Internet bill)
- **Proof of birth** (Birth Certificate, Canadian Passport, birth registration, or citizenship card)
- **Proof of custody where applicable** (Custody orders, court-ordered Guardianship)

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.

Note: The registration process is not complete until school staff have reviewed 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 enrol their children in the English Program or the French Immersion Program.

The English Program includes a Core French component beginning in Grade 4. Students are introduced to the French language 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 start school. English language instruction is introduced in Grade 3 and gradually builds to a balance of French and English instruction by Grade 5. This ensures that students gain effective bilingual skills. This program is designed for English speaking parents/guardians so they may support their children to become bilingual.

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 2027. At the orientation session, families will connect with Kindergarten teachers, early childhood educators, school personnel and staff rom community agencies.

Seamless entry

From licensed child care into school

Enrol 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.** Access a list of providers at: https://www.rainbowschools.ca/parents/child-care-and-earlyon-services/

Families wishing to access child care 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

A.B. Ellis Public School
164 Mead Boulevard, Espanola

Adamsdale Public School
181 First Avenue, Sudbury

Alexander Public School
39 St. Brendan Street, Sudbury

Algonquin Road Public School
2650 Algonquin Road, Sudbury

Assiginack Public School
134 Michael's Bay Road, Manitowaning

C.R. Judd Public School
8 Lincoln Crescent, Capreol

Central Manitoulin Public School
56 Yonge Street, Mindemoya

Charles C. McLean Public School
43 Hall Street, Gore Bay

Chelmsford Valley District Composite School
3594 Highway 144, Chelmsford

Churchill Public School
1722 Fielding Street, Sudbury

Copper Cliff Public School
50 School Street, Copper Cliff

Lansdowne Public School
185 Lansdowne Street, Sudbury

Larchwood Public School
43 Main Street, Dowling

Lasalle Elementary School
1545 Kennedy Street, Sudbury

Levack Public School
100 High Street, Levack

Little Current Public School
18 Draper Street, Little Current

MacLeod Public School
23 Walford Road, Sudbury

Markstay Public School
7 Pioneer Street East, Markstay

Northeastern Elementary School
45 Spruce Street, Garson

Princess Anne Public School
500 Douglas Street West, Sudbury

Queen Elizabeth II Public School
32 Dell Street, Sudbury

R.H. Murray Public School
3 Henry Street, Whitefish

R.L. Beattie Public School
102 Loach's Road, Sudbury

Redwood Acres Public School
4625 Carl Street, Hanmer

S. Geiger Public School
355 Government Road, Massey

Valley View Public School
1840 Valleyview Road, Val Caron

Walden Public School
249 Sixth Avenue, Lively

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:

- A.B. Ellis Public School *(Our Children, Our Future - Outreach)*
- Algonquin Road Public School *(Jubilee Heritage Family Resources)*
- C.R. Judd Public School *(Our Children, Our Future - Outreach)*
- Copper Cliff Public School *(Child & Community Resources)*
- Lasalle Elementary School *(Child & Community Resources)*
- Levack Public School *(Child & Community Resources)*
- Northeastern Elementary School *(Child & Community Resources)*

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
- enrol 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, Parents section, Child Care and EarlyON Services.

Pre-school Licensed Child Care Programs

Infant/Toddler/Pre-school Care

A.B. Ellis Public School
Central Manitoulin Public School
Charles C. McLean Public School
Churchill Public School
Lansdowne Public School
Lasalle Elementary School
Little Current Public School
Lockerby Composite School
Markstay Public School
Northeastern Elementary School
S. Geiger Public School

Toddler/Pre-school Care

Adamsdale Public School
Algonquin Road Public School
Assiginack Public School
C.R. Judd Public School
Levack Public School
Valley View Public School

Pre-school Care

Alexander Public School
Chelmsford Valley District Composite School
Princess Anne Public School
Walden Public School

Getting Ready for Kindergarten

Kindergarten is where the adventure begins.

Your child will make friends, build social skills and explore reading, writing and math - all through fun, hands-on learning.

Here's what you can do at home to help your child prepare for the start of school:

Bathroom Habits

Each child develops in their own way and at their own pace.
Help your child be as independent as possible with these tips.

- Give them many opportunities to practice going to the bathroom.
- Switch from pull-ups to underwear to help them learn their body signals.
- Keep the routine simple - pants down, go, wipe, flush, wash.
- Encourage your child to do this independently when they can.
- Avoid tricky buttons and belts.
- Pressure-free potty training builds confidence. (Accidents are part of the learning curve.)
- Pack a spare change of clothes in case they are needed.

Bedtime Routine

Kids thrive with structure and routine.
Well-rested children are happy, focused and ready to learn.
Help your child wind down at the end of the day.

- Eat a healthy dinner.
- Limit screen time before bed.
- Take a bath or a shower.
- Brush teeth.
- Put on cozy pyjamas.
- Read a bedtime story together.
- Go to bed at the same time each night.
- Get 10 to 12 hours of sleep.
- Enjoy cuddles, hugs, then lights out.

Reading and Learning at Home

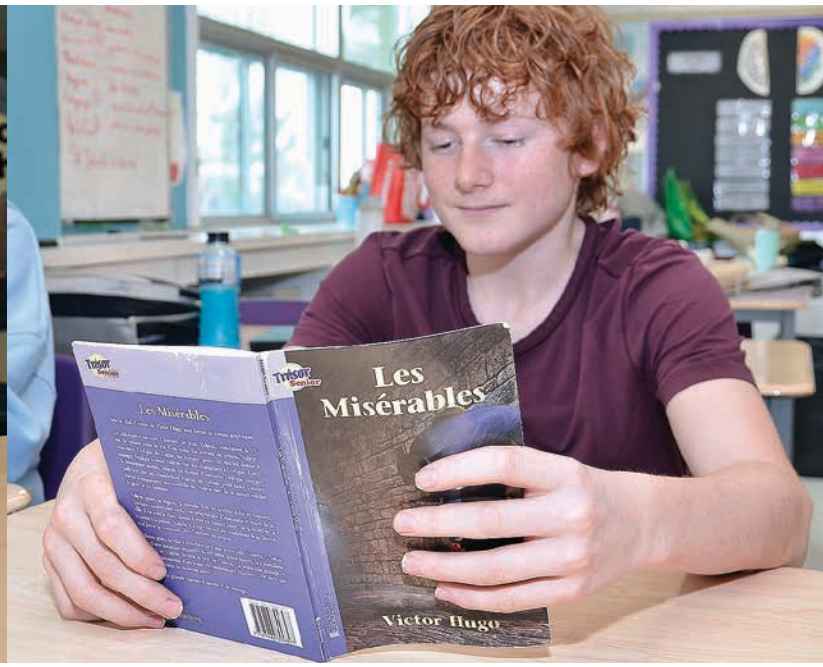
- Help your child at school with fun activities at home.
- Have them recognize letters in their name.
- Point out different shapes and colours.
- Play simple counting games.
- Read to and with your child daily.
- Model a love of reading for your child.
- When they see you read, they will want to read too.

Attendance

Be PRESENT. Make EVERY DAY count.

Success in school starts with being present. When students attend school regularly, they are well on their way towards learning, growing and reaching their goals. Every day counts towards building knowledge, confidence and skills that lead to achievement both inside and outside the classroom.

The evidence is clear. Regular school attendance improves student achievement. Prioritizing attendance helps students stay on track, perform better academically, and achieve long-term success. It also promotes good habits.



Here's how you can help your child be present to learn:

Establish expectations

- School is important for many reasons. It is essential for your child's future.

Have a routine

- Set a schedule with a regular bed time and wake up time.

Plan and prepare

- Organize school supplies, clothes and lunches the night before to avoid morning delays.

Be punctual

- Make it a habit to arrive at school on time each and every day.

Talk about attendance

- Think big picture. Regular attendance will help your child realize their dreams.

Value school

- Encourage your child's attendance by valuing school work and celebrating success.

Keep communication open

- Need support to get your child to school? Talk to school staff. They can help with strategies.

NEW

In recognition of the significant impact that attendance and participation in class have on achievement, the Ministry of Education has mandated that attendance and participation in class count towards a student's final mark in secondary school - 15 per cent in Grades 9 and 10, and 10 per cent in Grades 11 and 12.

Excused absences will not affect a student's mark.

Rainbow Schools

Mental Health and Well-being

Mental health and well-being are fundamental to student success, making them one of the six strategic priorities for Rainbow Schools.

Did you know that parents/guardians and caregivers play a significant role in promoting and supporting mental health and well-being at home?

You can support the mental health and well-being of your child by helping them to:

- Understand and identify emotions
- Develop strategies to cope with stress
- Approach situations that make them nervous in a supported and manageable way
- Ask for help when needed
- Attend school regularly
- Recognize signs of a mental health problem
- Limit their use of recreational screen time
- Get enough sleep and physical activity
- Find activities they enjoy

You can access parent/caregiver resources to support mental health learning and well-being for every family at By your side – Parents and caregivers - School Mental Health Ontario.

Did you know that there are regulated mental health professionals assigned to every school to provide intervention for students with mental health concerns?

If you would like more information about accessing mental health support at school, please speak to your school Principal. More information about mental health and well-being in Rainbow Schools is available at Mental Health and Well-Being - Rainbow District School Board.

Rainbow Schools are committed to providing a nurturing, inclusive and supportive environment for all students. Together, we can foster a community where mental health is prioritized and each student is empowered to thrive.

Access parent/caregiver resources to support mental health learning and well-being for every family at https://smho-smso.ca/parents-and-caregivers/

Community Resource - 211 Ontario – Dial 211 to find help for all of life's challenges or visit 211ontario.ca

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

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 have the potential to earn paid Co-operative Education credits. Also, Prior Learning Assessment and Recognition (PLAR), a formal evaluation and credit-granting process for mature students, is available. All of these learning opportunities are offered on a continuous registration basis from September to June.

To learn more, please call Principal Susan Kett at 705.566.2302 or visit barrydowne.rainbowschools.ca to register.

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 online and in person 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 online and in person 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
- Dual Credit Program in partnership with Cambrian College

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, call 705.675.5481 or email adultdayschool@rainbowschools.ca.

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 state-of-the-art facility. Arts Education includes comprehensive training in dance, theatre, instrumental music, vocal music, media studies, photography 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 450-seat auditorium to showcase student talent. 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, Construction, Health and Wellness, and Culinary Arts and Sustainable Living.

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. 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 for both English and French Immersion students. STEP focuses on developing 21st century competencies enabling students to grow and thrive in a safe, supportive and enriching space. In Grades 9 and 10, students study Science, Technological Design, Mathematics, and Social Science courses for the entire school year. Combining these courses allows students to participate in STEP Integration Days each week. Integration Days offer unique learning experiences. Students work collaboratively in order to broaden their technological and scientific investigation skills, engage in the engineering design process, and create, invent, design and construct prototypes. Integration Days enhance what's taught in the classroom as experiential learning, field trips and mentorships through community partnerships provide a truly enriching educational experience.
In Grades 11 and 12, students choose a specialization based on courses of interest to further their learning in their desired post-secondary pathway and future career. Students select from four unique disciplines that rely on the connection between science and technology to support our ever changing world. STEP specializations focus on health sciences, engineering, computer science and sustainable development.

N'Swakamok Indigenous Alternative School

The N'Swakamok Anishnawbek Kinomaadwin School is located in the N'Swakamok Indigenous Friendship Centre. Indigenous learners who are 17 years of age and older earn credits towards their diploma. Course material is presented through an Indigenous lens, where students work via e-Learning, Co-operative Education, Prior Learning Assessment & Recognition (PLAR) and hands-on courses. They receive individualized support within a friendly community where students have access to various programs and services. Holistic, cultural and land-based activities meet the needs of Indigenous learners. The Friendship Centre provides the facility, the Co-ordinator and a clerical support worker, and Rainbow District School Board provides two educators.

Google Workspace for Education

Google Workspace for Education is provided to students who require access to grade-appropriate applications.

With 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 the ability to create hand-out and hand-in folders for each class.

Gmail

Students who require access 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 Calendar

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

Google Classroom

Teachers have access to a classroom management tool.

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 Docs

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

Google Forms/Surveys

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

Google Meet

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

Google Sheets and Slides

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

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

Google Sites

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

Getting started

Google Workspace is best accessed through the Google Chrome browser (rather than Safari, Firefox or Microsoft dge). 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.

Visit 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.

Google Translate is available on Board and school websites.

Follow us on Facebook @rainbowdsb

21st Century Teaching and Learning

Students challenged to imagine and create

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

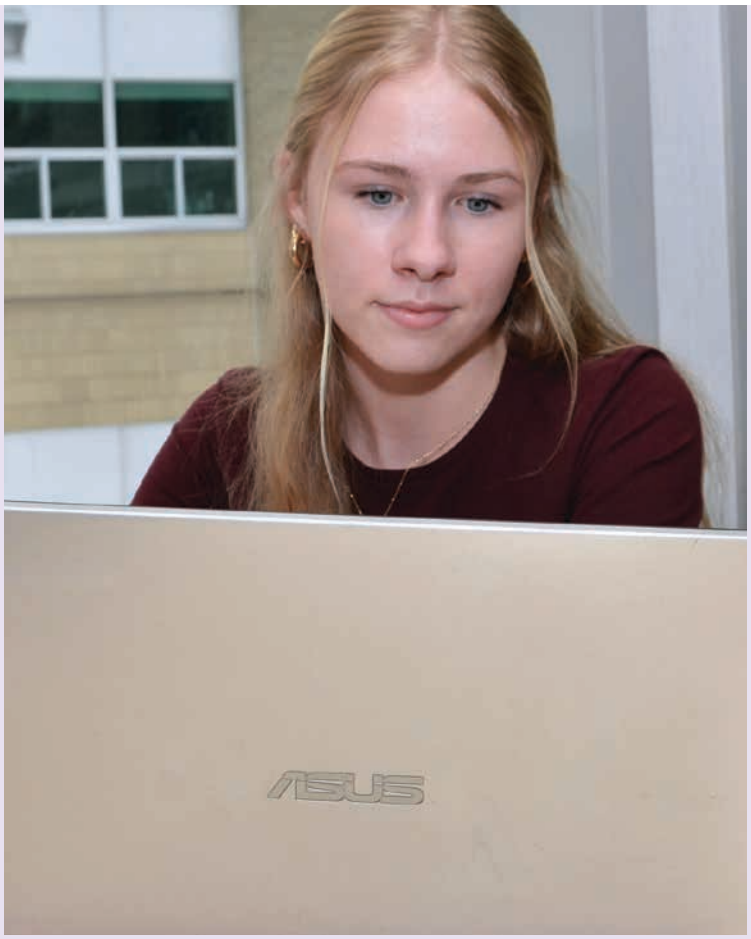
Students are learning to code, produce video games, program robots and build objects with 3D printers and state-of-the-art software in innovative maker spaces and high-tech labs.

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 both the science and math curriculums 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 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 priorities of Rainbow District School Board in the delivery of curriculum in a safe and caring online environment. To learn more, visit rainbowschools.ca.

Focus on Safety

Personal and Online

Rainbow District School Board has introduced two programs in its schools to empower students with knowledge about personal safety and safety online.

Kids in the Know

The first resource is in response to Erin's Law which relates to child abuse prevention and reporting. The Canadian Centre for Child Protection has developed a national, interactive safety education program called ***Kids in the Know*** that uses age-appropriate lessons to increase children's personal safety skills in order to reduce their risk of victimization online and in the real world.

The interactive lessons build personal safety confidence by teaching students critical problem-solving skills. The lessons include three components - a story (with puppets), a group discussion, and a learning activity with questions related to the reading material.

Topics covered include safe and responsible use of technology, healthy relationships and boundaries, daily safety habits as well as knowing when and how to seek help. The ***Kids in the Know*** Program also offers resources for parents.

Cyber Legends

Cyber Legends is an online safety resource that offers lessons for students from Grades 1 to 12. Aligned with the Ontario Curriculum, the lessons are age and grade appropriate. Lessons are divided into six broad categories: Cyber Informed, Cyber Safe, Cyber Kind, Cyber Positive, Cyber Secure and Cyber Healthy.

The materials provide students with opportunities to learn how to be safe online, what to do if they're unsure, and how to identify potential problems. Topics include personal information, identifying trusted adults, password protection, media literacy, consent, phishing and scams, cyberbullying prevention and response, and respectful civic discourse online.

Along with classroom resources, ***Cyber Legends*** has a number of parent resources that are available through an online portal. ***Cyber Legends*** also has articles on how families can work to ensure that screen time is safe and positive.

SAFE SCHOOLS

Wear Pink Day

Thursday, September 17, 2026

Stand Up Against Bullying

Pink Shirt Day Canada

Wednesday, February 24, 2027

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.

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.

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.

Temporary Classroom Relocation

In limited situations, it may be necessary to temporarily relocate a classroom in order to support a student in need. This decision is guided by the dignity of the student and the safety of the class. Should a relocation occur, students will return to their classroom once the student in need has been supported.

Fair Notice to Students and Parents/Guardians

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. As such, we are an Assessment of Risk to Others (ARTO) Violence Threat Risk Assessment (VTRA) protocol partner, along with many other community organizations.
- When a student's behaviour poses a serious risk to the safety of others, the ARTO/VTRA protocol may be activated. The purpose of the protocol is to assess risk and create a plan to mitigate risk to others and to the student.
- During times of imminent risk, the protocol will guide school personnel, along with protocol partners, to respond quickly to a threat and put measures in place to protect students, staff and the community.
- When an ARTO/VTRA is activated, parents/guardians will be notified. The partners will share information and recommendations. Support and intervention plans will be developed.
- The parents/guardians of the student 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 risk.
- If an imminent concern for safety 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 and staff safety is our first priority.
- If you have any questions about the ARTO/VTRA protocol, please contact the Principal of your child's school.

KIDS HELP PHONE™

Kids Help Phone: 1.800.668.6868

Embrace Diversity

Free to Be Me Conference

The Free to Be Me Conference is an annual event which brings together students who identify as 2SLGBTQI+ and their allies.

The conference allows students to select from a range of age-appropriate workshops as well as provides an opportunity to build new friendships with students from other schools.

Students address issues and brainstorm solutions to increase a sense of safety and belonging in their school.

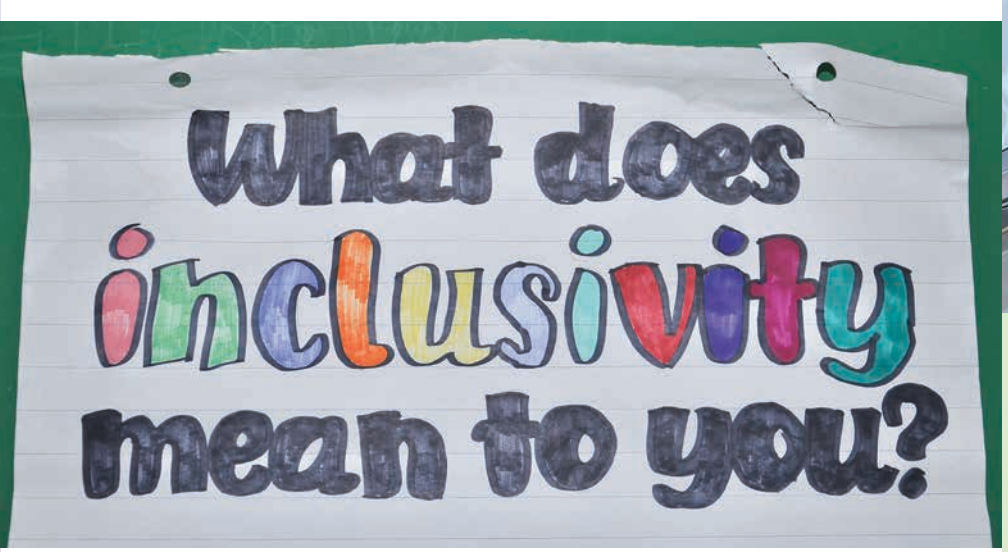
Students choose workshops that are relevant and meet their needs.

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

Friday, February 19, 2027
for Grades 7-8

Thursday, March 25, 2027
for Grades 9-12



Equity and Inclusive Education

Culturally Responsive and Relevant Pedagogy

School leaders and classroom teachers continue to develop fluency in delivering academic content through Culturally Responsive and Relevant Pedagogy (CRRP). CRRP is a framework for building positive schools and classroom environments, improving student responsibility and success, encouraging parent-school relationships, and building strong community connections. This framework recognizes that all students learn in ways that are connected to their background, language, family structure, and social or cultural identity. Culturally relevant and responsive teachers meet students where they are and understand who they are. CRRP helps students to strengthen their sense of identity and develop a positive self-image. It also affirms the worth of all students. CRRP helps create inclusive environments that recognize and celebrate all identities, lived experiences and cultures.

Indigenous Education

Indigenous 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 achievement

First Nations, Métis and Inuit Studies

- Art: Expressions of First Nations, Métis and Inuit Cultures, Grade 9 (Art Focus)
- History: First Nations, Métis and Inuit in Canada, Grade 10 (History and Contemporary Issues)
- English: Understanding Contemporary First Nations, Métis and Inuit Voices, Grade 11
- Worldviews and Aspirations of First Nations, Métis, Inuit communities in Canada (NBV)
- 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.

Indigenous Language (Ojibwe) Courses

- Available in many elementary schools
- Available at the introductory (Grade 9), intermediate (Grade 10) and senior (Grade 11) levels, where possible
- Did you know that a Grade 9 Indigenous Language course fulfills the requirements of the compulsory second language credit in Grade 9?

If you are interested in an Indigenous Language class, talk to the guidance staff.

Indigenous Spaces

- Designed for Indigenous students and their families
- Students can come together and engage in cultural activities and academic support
- Meet with an Indigenous Support Worker, hold meetings or possibly have a quiet place to work
- Each dedicated space within the school is unique in process and practice

Truth and Reconciliation

In April 2017, Rainbow District School Board passed a motion acknowledging the work of the Truth and Reconciliation Commission and committed to key recommendations as they relate to education. Under the guidance of the First Nations Advisory Committee and through broad community consultations led by Nbisiing Consulting, the Truth and Reconciliation: Commitment to Action plan was developed. The plan guides our work in Indigenous Education, related to the four identified priority areas, including Indigenous knowledge, Anishinaabemowin, Indigenous culture, and race relations and healing.

Seven Grandfather Awards

All secondary schools will continue to offer the Seven Grandfather Awards. Using criteria created by staff, students and Elders, schools will select award recipients representing each of the Seven Grandfather Teachings: Bravery, Honesty, Humility, Love, Respect, Truth and Wisdom. These awards were originally created at the Mishko-Ode-Wendam School. The awards were created in partnership with Shkagamik-Kwe Health Centre and Rainbow District School Board and they are one way to acknowledge and celebrate Indigenous students throughout our schools.

Treaty Recognition Week

Ontario passed new legislation in 2016 to recognize the importance of treaties and raise awareness about the treaty relationships between Indigenous and non-Indigenous people. Rainbow District School Board is committed to working to honour the treaty relationship and build understanding of our roles and responsibilities as treaty partners.

National Day for Truth and Reconciliation

– ORANGE SHIRT DAY –

Wednesday, September 30, 2026

To honour the children who never returned home and Survivors of residential schools

First Nations Advisory Committee

FNAC includes representatives from the following:

- Atikameksheng Anishnawbek
- Aundeck Omni Kaning First Nation
- Dokis First Nation
- Kenjgewin Teg
- M'Chigeeng First Nation
- N'Swakamok Indigenous Friendship Centre
- Rainbow District School Board
- Sagamok Anishnawbek
- Sheguiandah First Nation
- Sheshegwaning First Nation
- Wahnapitae First Nation
- Whitefish River First Nation
- Zhiibaahaasing First Nation

FNAC Meetings

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

September 17, 2026	February 18, 2027
November 19, 2026	May 13, 2027

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. 8224. Toll free 1.888.421.2661.

TREATIES RECOGNITION WEEK will take place November 1 to 7, 2026

Anishinaabemowin Toolkit

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

This resource includes vocabulary audio files in Ojibwe and English.

Visit rainbowschools.ca.

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 them to fulfill their 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 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 the Admission, Review and Demission Committee (ARD). 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 and classroom teachers. 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 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.

Special Education

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 of placement. 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*. You can also access information about Special Education on the Board's website at *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 in the community.

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
- www.ontario.ca/page/ministry-education

Special Education Advisory Committee

SEAC includes representatives from the following:

- Down Syndrome Association of Sudbury
- Fetal Alcohol Syndrome Disorder
- March of Dimes Canada
- Northern Ontario Assessment and Resource Centre
- Ontario Autism Coalition

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 9, 2026	**February 3, 2027**
October 7, 2026	**March 3, 2027**
November 4, 2026	**April 7, 2027**
December 2, 2026	**May 5, 2027**
January 6, 2027	**June 2, 2027**

Please confirm meeting dates and locations by calling 705.674.3171, ext. 7235.

Say OUI to

French Immersion and Core French

Parents can enrol 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. This program is designed for English and French speaking parents/guardians so they can support their child to become bilingual.

Elementary Schools

- In Kindergarten, the teachers speak French 100 per cent of the time. Students are immersed in a supportive French environment and encouraged to respond in French as much as possible, with the goal to interact in French for the entire day.
- In Grades 1 and 2, 100 per cent of the classroom instruction is in French.
- In Grades 3, French Language Arts, Mathematics, Social Studies, Health and Physical Education, Arts (Visual Arts, Drama, Music), Science and Technology are taught in French (80 per cent), with English Language Arts taught in English.
- By Grade 4, students receive 76 per cent instruction in French, as English Language Arts instruction time increases by 55 minutes per week.
- In Grades 5 and 6, students interact in French 56 per cent of the day, as Mathematics and English Language Arts are taught in English.
- In Grades 7 and 8, French language instruction is delivered 50 per cent of the time, as Mathematics, English Language Arts, Science and Technology are taught in English.
- Upon graduation from Grade 8, students receive an Elementary French Immersion Certificate.
- French Immersion students are encouraged to continue studying in the French Immersion Program at the secondary level to graduate with a secondary certificate in French Immersion.

Secondary Schools

The French Immersion Program at the secondary level provides students with the skills they need to communicate in a second language, thereby enhancing their ability to perform effectively and be successful in a rapidly changing global economy. Learning a second language enhances career choices, develops thinking and communication skills, builds confidence, and provides a greater appreciation of diversity.

French Immersion students in Rainbow secondary schools complete a minimum of 10 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.

By Grade 12, students in French as a Second Language Programs (Core French and French Immersion) can voluntarily challenge the DELF (Diplôme d'études en langue française) exam, a globally recognized, lifelong certification of French proficiency. **LEARN MORE.**

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 fsl.rainbowschools.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.

DESTINATIONTARIO DELF

The DELF (Diplôme d'études en langue française) is an official international diploma that recognizes the French language proficiency of candidates for whom French is a second language. Students in Rainbow Schools may challenge the DELF during their Grade 12 year. It is based on the Common European Framework of Reference (CEFR), which defines language proficiency along six global levels: A1, A2, B1, B2, C1 and C2. At each CEFR level, proficiency is measured across four competencies: listening, speaking, reading and writing. The diplomas are valid for life.

The DELF represents international recognition of your child's French-language skills in a way that supports future learning, careers and other life aspirations.

For more information, please contact your secondary school and visit the DELF parent portal at https://destinationdelf.ca/parent-portal/

Values in Rainbow Schools

Rainbow District School Board adopted these values, presented in English, Ojibwe and French, during consultations for Strategic Directions 2022-2027. **The Seven Grandfather Teachings** - *Humility, Bravery, Honesty, Wisdom, Truth, Respect and Love* - are braided together with Resilience, Equity and Community. These values provide the foundation for ongoing character development.

Humility ▪ *Dbaadendiziwin* ▪ l'humilité

Bravery ▪ *Aakwa'ode'ewin* ▪ le courage

Honesty ▪ *Gwekwaadziwin* ▪ l'honnêteté

Wisdom ▪ *Nbwaakaawin* ▪ la sagesse

Truth ▪ *Debwewin* ▪ la vérité

Respect ▪ *Mnaadendimowin* ▪ le respect

Love ▪ *Zaagidwin* ▪ l'amour

Resilience ▪ *Gshki-eziwin* ▪ la résilience

Equity ▪ *Bezhgonong* ▪ l'équité

Community ▪ *Kwiinwin* ▪ la communauté

Seven Grandfather Teachings
Niizhwaaswi G'chi Mishoomsinaanik Kinoomadwinan
Sept enseignements des Grands-pères

Student Success

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 can 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 Dual Credits. Students with special needs also have an opportunity to select OYAP as an option.

Students may have the opportunity to register, with the support of the OYAP placement employer, in any of the 144 skilled trades. Some of these trades include hairstylist, cook, welder, general carpenter, auto service technician, heavy duty equipment technician or industrial millwright.

Registered OYAP apprentices in General Carpentry or Commercial Vehicle and Heavy Duty Equipment may supplement their Co-op experience placements with post-secondary delivered level one courses as part of their apprenticeship program. Applications for these limited seats are accepted through the Guidance Department at your school.

Grade 10 students have the opportunity for an accelerated OYAP pathway called FAST: Focused Apprenticeship Skills Training. More details will be shared during course selection time.

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 2026

- Navigating Technology for Education
- Positive Psychology
- Career Options in Law Enforcement
- Digital Photography
- Fundamentals of Drawing
- Applied Technology
- Electrical for Trades and Tech
- Millwright Machining
- Positive Psychology (Manitoulin)
- Business Professionalism (Manitoulin)

Winter 2027

- Indigenous Learning Strategies
- Psychology of Evil
- Medical Terminology
- Multimedia
- Business Professionalism
- Anatomy and Physiology
- Mechatronics 1
- Geology 1
- Welding
- Commercial Vehicle & Heavy Equipment – Level 1 Apprenticeship
- Carpentry - Flooring and Framing
- Human Body and Disease PSW (Manitoulin)
- Welding Metal Trades Practice (Manitoulin)
- Carpentry – Tools, Materials and Safety (Manitoulin)

Program Pathways Information Evenings

Information evenings for parents/guardians and students will be scheduled in November 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. Watch for details.

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.

40 Hours of Community Involvement Required to Graduate

Every secondary school student in Ontario must complete a minimum of 40 hours of community involvement before graduation.

Grade 8 students are encouraged to earn a minimum of 10 hours of community involvement during the summer before entering Grade 9. Students can earn all 40 hours if they wish.

There are many fun and exciting ways to get involved. Visit rainbowschools.ca and click on Programs for information about community involvement, including the process, benefits and tips on getting started.

Before you begin, you may wish to:

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

Student Success

Online Learning Graduation Requirement (With Opt Out Provision)

The Ministry of Education has introduced online learning as a graduation requirement.

Students are required to complete two online learning credits during their four years of high school.

IMPORTANT:

The Ministry of Education recognizes that in-person learning is the best delivery model for the majority of students and has provided an opt out provision for online learning.

Students and parents/guardians who would like to opt out of the online learning requirement will be required to complete a form in early spring.

Online learning is most often referred to as e-Learning. e-Learning courses are asynchronous, which means students must be self-directed as they work through course content online. Teachers of e-Learning courses provide support, answer questions and assess work. They do not teach lessons. Technology is required to access e-Learning through the Virtual Learning Environment (VLE).

Given that e-Learning students work independently, they require good time management skills and the discipline to complete course content on their own. Daily participation is essential to success.

Please see the school guidance counsellor for information regarding expectations and requirements for e-Learning examinations.

Rainbow District School Board is part of the Ontario e-Learning Consortium which provides students with access to hundreds of courses.

In e-Learning courses, students have a variety of opportunities to engage with each other and to showcase their learning through discussions, assignments and evidence of their learning in an online app called Portfolio. Online learning is available to students in Grades 9 to 12.

What are the benefits of online learning?

Online learning gives students:

- Access to a variety of courses
- Flexibility in scheduling work time
- Control over the pace of work on course assignments

If you have questions, please contact the school for assistance or visit rainbowschools.ca and click Programs then Secondary Education. Staff will be happy to help you decide whether your child may benefit from online learning.

All secondary students are required to take one broad-based technology education course in Grade 9 or Grade 10. This will enable students to explore the many program and career opportunities available in the trades.

As of September 2026, a new Financial Literacy requirement will be part of the Grade 10 Careers Studies course.

NEW

Secondary school exams

Secondary school students are now required to write final exams in most subject areas.

In Grades 9 and 10, a student's final mark will be based on:

- 65% classroom work
- 20% final evaluations
- 15% attendance and participation

In Grades 11 and 12, a student's final mark will be based on:

- 65% classroom work
- 25% final evaluations
- 10% attendance and participation

A written exam may be combined with another culminating demonstration of learning, depending on the subject and course code. Schools will share assessment details with students and parents/guardians at the beginning of each semester.

Exams will be scheduled on the following dates:

- Semester 1: January 25 to 29, 2027
- Semester 2: June 24 to 30, 2027

IMPORTANT:

Students are required to be in attendance for exams.

Parents/Guardians:

Please note the examination dates and avoid scheduling vacations during the examination period. Students may receive a mark of zero and a failing grade in the course if they are not present to write the exam.

Attendance in secondary schools

For secondary students, attendance and participation in class will now count towards final marks.

In Grades 9 and 10, a student's final mark will be based on 15% attendance and participation in class.

In Grades 11 and 12, a student's final mark will be based on 10% attendance and participation in class.

Excused absences will not impact a student's final mark.

Excused absences include illness, unavoidable circumstances like inclement weather, and cultural or holy days.

Detailed expectations about attendance and participation in class will be shared with parents/guardians and students at the beginning of each semester.

The new requirements related to assessment, evaluation, attendance and participation for secondary school students were mandated by the Ministry of Education as of the 2026-2027 school year.

SPECIALIST HIGH SKILLS MAJOR

SHSM

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 14 sectors: Agriculture, Arts and Culture, Business, Construction, Energy, Environment, Health and Wellness, Hospitality and Tourism, Information and Communications Technology, Manufacturing, Mining, Non-Profit, 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

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 DCS
Arts and Culture	Fine Arts	Sudbury Secondary School
Arts and Culture	Visual Arts	Barrydowne College
Arts and Culture	Visual Technology	Manitoulin Secondary School
Arts and Culture	Theatre Arts	Lo-Ellen Park 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 DCS Confederation Secondary School Espanola High School Sudbury Secondary School
Construction	Modern Residential Construction and Woodworking Concepts	Lasalle Secondary School
Energy	Renewable Energy	Confederation Secondary School Lasalle Secondary School
Environment	Sustainable Agriculture	Lively District Secondary School Lo-Ellen Park Secondary School
Environment	Land-based learning	Confederation 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 DCS
Hospitality and Tourism	Culinary Arts and Food Preparation	Espanola High School
Hospitality and Tourism	Culinary	Lockerby Composite School Sudbury Secondary School
Hospitality and Tourism	Hospitality	Confederation Secondary 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
Mining	Engineering	Lockerby Composite School
Mining	Millwright	Lasalle Secondary School
Mining	Technology	Lively District Secondary School
Non-Profit	Community Fundraising/ Environmental Sustainability	Lockerby Composite School
Non-Profit	Leadership	Espanola High School
Non-Profit	Leadership	Lasalle Secondary School
Sports	Sports Industry	Lively District Secondary School
Transportation	Automotive	Lo-Ellen Park Secondary School
Transportation	Auto Shop	Espanola High School
Transportation	Transportation	Manitoulin Secondary School

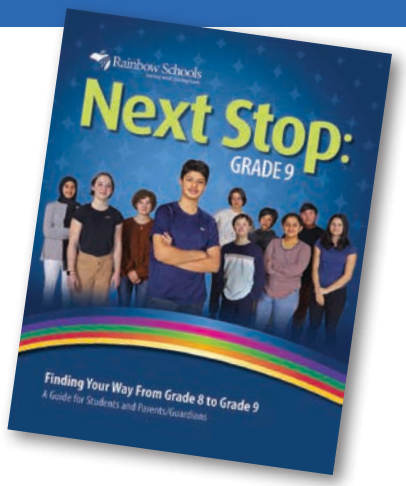
Next Stop: Grade 9

Tuesday, November 10, 2026

7 pm to 8:30 pm • Student Life Centre • Cambrian College
1400 Barrydowne Road • *Free parking*

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 moving from elementary to secondary.

The information session will focus on the changes and choices students face while entering high school. A number of topics will be explored, including how to read timetables, course and program selection, easing into a new school environment, skills for academic success, resources and helpful tips.



This guide for students and parents/guardians is a must-read for all students moving from Grade 8 to Grade 9.

To access the guide online, visit rainbowschools.ca. Click on the Parents section.

OSSD Requirements for Students Entering Grade 9 in or before Fall 2023

18 Compulsory Credits

- 4 credits in English (one credit per grade)*
- 3 credits in Mathematics (one in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in Canadian History (Grade 10)
- 1 credit in the Arts**
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics and Citizenship
- 3 credits for Group 1, 2 and 3 courses (one credit in each group)

Group 1:

Additional English including OSSLC, French as a Second Language***, a Native, Classical or International Language, Social Science, FNMI Studies, Humanities, Canadian and World Studies, Guidance and Career Education, Co-operative Education****, and American Sign Language

Group 2:

Health and Physical Education, Art, Business, French as a Second Language***, Co-operative Education****, and American Sign Language

Group 3:

Science (Grade 11 or 12), Technological Education, Computer Studies, French as a Second Language***, Co-operative Education****, and American Sign Language

Other Graduation Requirements

- 12 optional credits*****
- Literacy Requirement
- 40 Hours of Community Involvement
- Online Learning Requirements (two credits)

* A maximum of three (3) credits in ESL/ELD can count towards the four (4) compulsory English; the fourth must be a Grade 12 compulsory English course.
The Grade 11 English: Understanding Contemporary FNMI Voices (NBE3) course can meet the Grade 11 English requirement.

** The Grade 9 Expressions of FNMI Cultures (NAC1) course can meet the credit requirement in the arts.

*** A maximum of two (2) French as a Second Language credits can count towards compulsory groups.

**** A maximum of two (2) Coop credits can count towards compulsory credits.

***** Optional credits may include up to four (4) Dual Credit Courses.

OSSD Requirements for Students Entering Grade 9 in Fall 2024 and After

17 Compulsory Credits

- 4 credits in English (one credit per grade)*
- 3 credits in Mathematics (Grades 9, 10, and at least one other credit in Grades 11 or 12)
- 2 credits in Science
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in Canadian History (Grade 10)
- 1 credit in the Arts**
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 1 credit in Technological Education (Grade 9 or 10)
- 0.5 credit in Career Studies
- 0.5 credit in Civics and Citizenship
- 1 credit from the STEM-related course group

STEM-related Course Group (Science, Technology, Engineering & Mathematics)

- Business Studies
- Computer Studies
- Co-operative Education
- Mathematics (in addition to the three compulsory credits required)
- Science (in addition to the two compulsory credits required)
- Technological Education (in addition to the one compulsory credit required)

Other Graduation Requirements

- 13 optional credits***
- Literacy Requirement
- 40 Hours of Community Involvement
- Online Learning Requirements (two credits)
- Financial Literacy (September 2026 onward) ****

* A maximum of three (3) credits in ESL/ELD can count towards the four (4) compulsory English; the fourth must be a Grade 12 compulsory English course.
The Grade 11 English: Understanding Contemporary FNMI Voices (NBE3) course can meet the Grade 11 English requirement.

** The Grade 9 Expressions of FNMI Cultures (NAC1) course can meet the credit requirement in the arts.

*** Optional credits may include up to four (4) Dual Credit Courses.

**** The Financial Literacy requirement will be part of the Grade 10 Careers Studies course.

Rainbow Board one of four in Canada

to achieve 100 per cent EcoSchools certification

EcoSchools Canada has officially confirmed that all Rainbow Schools have been certified once again this year.

Rainbow District School Board is one of only four school boards in Canada to have achieved 100 per cent certification in the 2025-2026 school year.

Rainbow Schools earned 28 Platinum and 12 Gold certifications, the highest levels in the EcoSchools Canada program.

Environment

Enough for All Forever:

Action on Climate Change

The 5Rs of Sustainability

JOIN US

as we continue our Monthly Environmental Challenges.

We all have a role to play in caring for our planet, Mother Earth, *Shkagamikwe*.

September 2026
EcoStart (Pledge / Plan / Develop a Code)

October 2026
Building Sustainable Communities (Waste Reduction / Local Food / Take Me Outside Day / Walk & Ride to School)

November 2026
World Paper Free Day

December 2026
Cozy-Up for Green Readings (Green Gatherings / Textile Swap / Book Exchange)

January 2027
Ring in a Green New Year (Litterless Lunches / Waste Audit / Sorting Waste)

February 2027
Winter Wildlife Awareness (Winter Walk / Bird Count / Species at Risk)

March 2027
Canada Water Week

April 2027
Earth Week and Earth Day (Community Clean-Up)

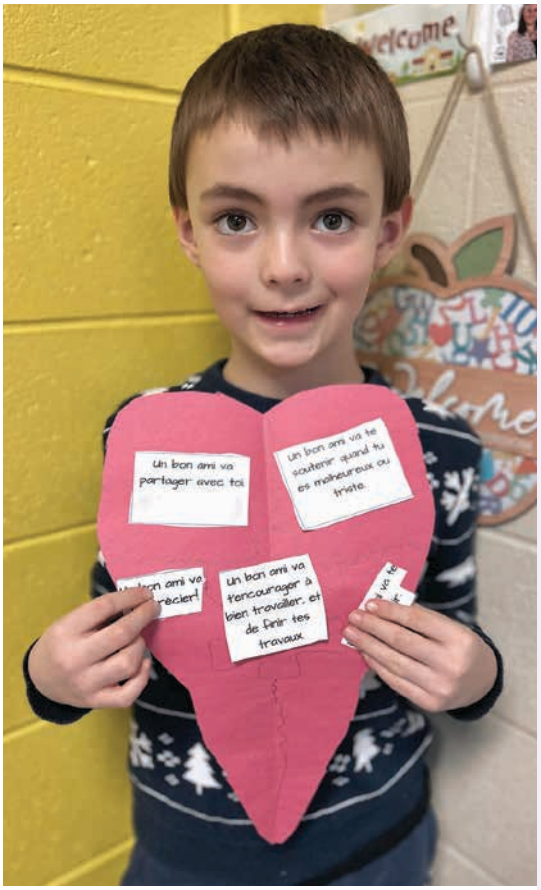
May 2027
EcoSummit and Sustainable Practices (Pollinators / World Bee Day)

June 2027
Sustainable Food (Food Gardening / Pollinator Gardening)

Dare to Care

All Rainbow Schools offer Dare to Care from Kindergarten to Grade 9.

daretocare



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

Students learn about the importance of being kind, the difference between bullying and mean moments, how to ask for help from an adult, and standing up for yourself and others.

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

Learning Modules

Kindergarten to Grade 2

- The Importance of Being Kind and Bullying Behaviour versus Buddy Behaviour
- Bullying versus Mean Moments
- Discrimination and Intro to Racism
- Broken Heart Activity: The Impact of Bullying
- Tattling versus Asking For Help
- Standing Up for Yourself and Others

Grades 3 and 4

- Positivity Meter and Types of Bullying
- Definition of Bullying: Conflict versus Bullying
- Why Bullying exists: Silent Majority versus Caring Majority
- Discrimination and Racism
- Cyberbullying
- The Imbalance of Power: Tug of War
- Tool Belt of Skills
- Practising the Tool Belt of Skills

Grades 5 and 6

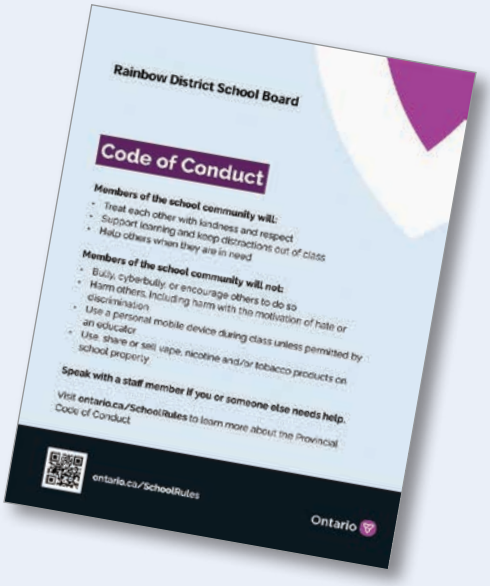
- Kindness Meter and Finding Your Greatness
- Types of Bullying
- Definition of Bullying: Conflict versus Bullying
- Why Bullying Exists: Silent Majority versus Caring Majority
- Discrimination and Racism
- Cyberbullying
- The Imbalance of Power: Tug of War
- Tool Belt of Skills
- Practising the Tool Belt of Skills

Grades 7 to 9

- Positivity Meter and Types of Bullying
- I'm Tired of Hearing the Word Bullying: Conflict versus Bullying
- Cyberbullying and Sexual Harassment: A Closer Look
- Discrimination and Racism: Unacceptable, Full Stop!
- Everybody Has a Story
- One Person Can Make a Difference!
- Lowering Our Waterlines: Image versus True Self

Code of Conduct

Cell phones/mobile devices, social media and signage


Rainbow District School Board

Code of Conduct

Members of the school community will:

- Treat each other with kindness and respect
- Support learning and keep distractions out of class
- Help others when they are in need

Members of the school community will not:

- Bully, cyberbully, or encourage others to do so
- Harm others, including harm with the motivation of hate or discrimination
- Use a personal mobile device during class unless permitted by an educator
- Use, share or sell vape, nicotine and/or tobacco products on school property

Speak with a staff member if you or someone else needs help.

Visit **ontario.ca/SchoolRules** to learn more about the Provincial Code of Conduct

ontario.ca/SchoolRules

Ontario

As part of its commitment to supporting the safety, security and well-being of every student in Ontario, the Ministry of Education released a strengthened Policy/Program Memorandum (PPM) 128 – Provincial Code of Conduct and School Board Codes of Conduct.

All school boards in Ontario are required to restrict cell phone/mobile device use in schools, restrict access to social media on school networks, communicate student distractions through report cards, and post signage on expectations.

Rainbow District School Board supports the guidance from the Ministry of Education which is reflected in our Code of Conduct. This guidance will foster positive school climates to support student achievement and well-being.

Use of Cell Phones and Mobile Devices

All members of the school community must not use personal mobile devices during instructional time except under the following circumstances:

- for educational purposes, as directed by an educator
- for health and medical purposes
- to support special education needs

For Students in Grades 7 to 12

For all Grade 7 to 12 students, personal mobile devices are stored in lockers or assigned personal spaces out of view and powered off or set to silent/do not disturb mode during the instructional period, except when their use is explicitly permitted by the educator under the circumstances outlined above. Mobile device use is permitted before the start of the school day, at lunch and after school.

If the educator sees a personal mobile device that is not stored out of view during the instructional period, they must require the student to store the device in their locker or assigned personal space immediately.

For Students in Grade 6 and below

For students in Grade 6 and below, personal mobile devices are stored out of view in their personal space and powered off or set to silent/do not disturb mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined above.

If an educator sees a personal mobile device that is not stored out of view, they must require the device be stored for the instructional day and the device must be placed, by the student, in their personal storage area with their other belongings.

The student is responsible for their personal mobile device, how they use it and the consequences of not following the school board's administrative procedure on personal mobile devices.

Restricting Access to Social Media on School Networks

School boards are now required to restrict access to all social media platforms on school networks and school devices. Social media platforms can only be used by students at school for educational purposes, directed by an educator. Students are unable to access social media through school networks.

Elementary and Secondary Report Cards

Report cards will include information for students and their parents about classroom distractions, where applicable, including those related to the use of personal mobile devices. This will be communicated using the section of the report card reserved for comments on learning skills and work habits in the Elementary Report Cards and in the comment box reserved for course comments in the Secondary Report Card.

IMPORTANT NOTICE TO ALL VISITORS ENTERING THIS FACILITY

Rainbow District School Board is committed to providing safe, respectful and inclusive workplaces for its employees.

The Occupational Health and Safety Act mandates that workplaces be free from harassment and violence.

Visitors entering this property are expected to refrain from using profanity, verbal and physical abuse, and any form of threatening behaviour.

Thank you for your positive contribution to our working and learning environment.

Rainbow District School Board

Signage in Schools

School boards are required to have signage in schools to communicate behaviour expectations that are consistent with a safe learning and teaching environment.

In addition to the Government of Ontario signage, Rainbow District School Board has developed signage that will be posted on the main entrance of all buildings.

To learn more about the provincial Code of Conduct, click here to access the parent guide.

Rainbow District School Board

Code of Conduct

To be successful at school, students need a safe and positive learning environment.

The Code of Conduct supports student achievement and well-being, ensuring students have every opportunity to achieve their full potential as confident, caring members of society.

As part of its commitment to supporting the safety, security and well-being of every student in Ontario, the Ministry of Education released *Policy/Program Memorandum (PPM) No. 128 – Provincial Code of Conduct and School Board Codes of Conduct* on April 28, 2024.

The Rainbow District School Board Code of Conduct reflects the guidance from the Ministry of Education which came into effect at the start of the 2024-2025 school year.

This Code of Conduct is also guided by the *Safe and Accepting Schools Act, 2012 (Bill 13)* which 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

Related Administrative Procedures

Policies and procedures are available at 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. In addition to students and parents, 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.

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. (PPM 128)

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, at school related events or activities, and in circumstances that could have an impact on the school climate and/or virtual learning environments.

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. Aggressive behaviour (both physical and verbal) is not a responsible means for interacting with others.

All members of the school community must promote the safety of people in the school. 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, under the direction of the School Board, take a leadership role in the daily operation of schools. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence, student achievement and well-being in a safe, inclusive and accepting learning environment;
- holding everyone under their authority accountable for their behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community;
- modeling the standards of respect, civility and responsible citizenship.

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 and fair standards of behaviour for all students;
- demonstrate respect for all students, staff, parent/guardians, volunteers and members of the school community;
- prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online;
- model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

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 themselves, for others and for those in positions of authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for their own actions;
- dresses appropriately for school.

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 appropriately dressed and 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.

RESILIENCE

Rainbow District School Board

Code of Conduct

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 Ontario North East Region Safe Schools Protocol which has been developed together with local school boards and partnering police agencies. These protocols are based on a provincial model for a Local Police/ School Board Protocol 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.

Respect, Civility and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- comply with all Ministry of Education, school board and school policies and administrative procedures;
- 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, both in person and online, especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status 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;
- refrain from using abusive language or swearing at another person;
- not use personal mobile devices during instructional time except under the following circumstances:
  - for educational purposes, as directed by an educator
  - for health and medical purposes
  - to support special education needs

Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying;
- commit sexual assault or sexual harassment;
- traffic weapons or illegal drugs;
- commit robbery or theft;
- be in possession of any weapon, including but not limited to firearms;
- threaten or intimidate another person;
- be in possession of alcohol, cannabis, and illegal drugs (for students, this would also include being in possession of electronic cigarette/vape, tobacco and nicotine products);
- use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes/vape, illegal drugs and related products;
- provide others with alcohol, illegal drugs, tobacco, electronic cigarettes/ vape, cannabis and related products;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes damage to school property, to property located on the premises of the school or to the property of a member of the school community;
- record, take or share non-consensual recordings or photos of members of the school community.

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

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:

- 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

COMMUNITY

- creating a negative environment at a school for another individual, and
- 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 the act of engaging in bullying behaviours through electronic means such as social media platforms, email, text or direct messaging, digital gaming and/or communication applications.

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)

Enforcement Relating to Alcohol, Tobacco, Electronic Cigarettes/Vape, Recreational Cannabis and Related Products and Illegal Drugs

The Smoke-Free Ontario Act, 2017 prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds.

Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

At minimum, in the case of these substances being found in the possession of students, parents/guardians must be notified, and the student must surrender the item(s) to the educator or administrator. As per PPM 145, it is expected that students involved in these incidents would receive support to learn from inappropriate behaviours and make choices that support continuing their learning.

Enforcement of Restrictions to Student Personal Mobile Device Use

Personal mobile device refers to any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone, tablet, laptop or smartwatch.

All members of the school community must not use personal mobile devices during instructional time except under the following circumstances:

- for educational purposes, as directed by an educator
- for health and medical purposes
- to support special education needs

For all Grade 7 to 12 students, personal mobile devices are stored in lockers or assigned personal spaces out of view and powered off or set to silent/do not disturb mode during the instructional period, except when their use is explicitly permitted by the educator under the circumstances outlined above. Mobile device use is permitted before the start of the school day, at lunch and after school.

- If the educator sees a personal mobile device that is not stored out of view during the instructional period, they must require the student to store the device in their locker or assigned personal space immediately.

For students in Grade 6 and below, personal mobile devices are stored out of view in their personal space and powered off or set to silent/do not disturb mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined above.

The student is responsible for their personal mobile device, how they use it and the consequences of not following the school board's administrative procedure on personal mobile devices.

If the student does not store their personal mobile device when required, they must be sent to the Principal's office. Principals have discretion under PPM 145, Progressive Discipline And Promoting Positive Student Behaviour, to consider a range of responses to address this behaviour, including suspension.

Restricted Access to Social Media

Social media platforms can only be used by students at school for educational purposes, directed by an educator.

HONESTY

Code of Conduct

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 these activities; address student behaviour which has violated the Code of Conduct; and advise parents or guardians of behavioural concerns 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 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 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 damage to school property;
h) bullying;
i) use of profane or improper language;
j) smoking/vaping on school board 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 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 Chief Executive Officer within ten (10) days of the commencement of the suspension.

Expulsion

Expulsion shall be considered when a principal's investigation of an incident 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 or object 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 in 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;

EQUITY

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/her/them and that the student is persistently resistant to making changes in behaviour which would enable him/her/them to succeed; or

n) any act considered by the principal to be a serious violation of the Board 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/her/their behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his/her/their 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/her/their 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.

RESPECT

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.

Revitalization of Rainbow Schools continues - inside and outside

Walden Public School

Over the past several years, Walden Public School and the School Council have worked alongside students, families and local partners to transform the school yard into an engaging, welcoming and active space.

The school yard has a new overhead climbing structure, and a play structure with a slide, providing students with a safe and fun place to explore and play together.

Other playground improvements to date include mud kitchens, a GaGa ball court, permanent soccer goals, soccer and volleyball nets, and a volleyball court.

Lasalle Elementary School

With support from fundraising and the School Council, the students at Lasalle Elementary School are enjoying a new play structure in the renovated school yard.

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 school's 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

Confederation Secondary School

A renovated lobby greets students, staff and visitors to Confederation Secondary School. Lighting and flooring has been upgraded. Windows were installed in the office area, creating greater visibility to the main entrance of the school.

Lockerby Composite School

A new science lab has been completed at Lockerby Composite School, including modern sinks and benches.

Westmount Avenue Public School

To better meet the needs of students, an expanded kitchen for life skills teaching has been completed at Westmount Avenue Public School. Another Snoezelen room has also been added.

Monetville Public School

An elevator has been installed at Monetville Public School as the Board continues to make its facilities more accessible.

Lansdowne Public School

A new elevator will be installed at Lansdowne Public School. The main entrance to the school will be temporarily relocated as this work proceeds.

Rainbow Schools
Reaching minds. Touching hearts.

Learning Together Resources for Home

Parental involvement improves student achievement.

With this in mind, we are sharing resources that parents/guardians can use to support their children at home.

These resources relate directly to what your child is learning at school.

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

Ministry of Education

Ministry of Education Parent and Guardian Resources
https://www.dcp.edu.gov.on.ca/en/curriculum#secondary

Ministry of Education Important Information in Many Languages
https://www.dcp.edu.gov.on.ca/en/multi-languages

EQAO

Primary Sample Test
https://d3d9vqrpii4nuo.cloudfront.net/#/en/student/primary-assessment

Junior Sample Test
https://d3d9vqrpii4nuo.cloudfront.net/#/en/student/junior-assessment

Grade 9 Mathematics Assessment - Sample Test
https://dwod99k06nyqh.cloudfront.net/#/en/test-auth/g9-sample/340/adaptive

Grade 10 Ontario Secondary School Literacy Test - Practice Test
https://d1c1qqn86e6v14.cloudfront.net/#/en/student/osslt-assessment/sample/573

tvo learn

TVO Learn
https://tvolearn.com/

tvo Mathify

TVO Mathify
https://mathify.tvolearn.com/

Ministry of Education Curriculum and Resources
https://www.dcp.edu.gov.on.ca/en/parents

Learning Together Resources for Home

Youcubed
https://www.youcubed.org/resource/parent-resources/

French as a Second Language (FSL) Toolbox
https://fsl.rainbowschools.ca/

Canadian Parents for French - Parent Resources
https://cpf.ca/en/for-parents/

Government of Canada Science Activities and Resources
https://science.gc.ca/site/science/en/educational-resources

School Mental Health Ontario Resources
https://smho-smso.ca/parents-and-caregivers/

People for Education - Parent Involvement and Resources
https://peopleforeducation.ca/wp-content/uploads/2017/07/Tips-for-parents-student-success.pdf

LD@Home
https://www.ldathome.ca/

UFLI Parent Resources
https://ufli.education.ufl.edu/resources/parent/

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.

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.

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.

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

Board-wide events

- **You and Your Child Learning Together Hands-on Activities:** November 3, 2026
- **Take Our Kids to Work Day (Grade 9):** November 4, 2026
- **Free to Be Me:**
  February 19, 2027 (Grades 7 and 8)
  March 25, 2027 (Grades 9 to 12)
- **Local Technological Skills Competition:** March 3, 2027
- **Board Science Fair:** March 9, 2027
- **Sudbury Regional Science Fair:** April 10 and 11, 2027
- **Math, Science and Technology Olympics:** April 28, 2027
- **Elementary Chess Tournament:** April 15, 2027
- **Earth Day:** April 22, 2027
- **Joan Mantle Music Trust Community Concert:** April 24, 2027
- **Music Monday:** May 3, 2027
- **Education Week:** May 3 to 7, 2027
- **EcoSummit:** May 4, 2027
- **Mock Trial Competition:** TBD
- **Ontario Day:** June 1, 2027

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

Parenting Support Programs

All families are different. For this reason, a range of community supports are available.

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

Visit parenting4me.com to select a local provider or to register for online services.

Parental Involvement

Improves Student Achievement

Support 100% Attendance

Some types 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. You can promote strong attendance patterns by reinforcing with your child the importance of being at school every day and on time.

Students need to be present to learn.

Encourage personal best

Help your child by encouraging them 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 towards 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.

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 materials.
- 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.

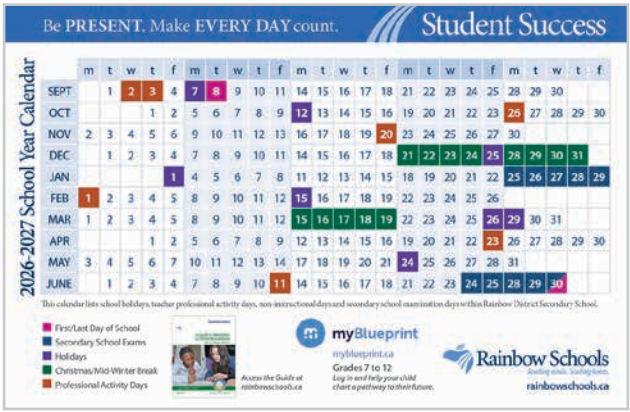
Help set goals

At the beginning of each term/semester, 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.

When YOU value education, your CHILD values education.



All students will receive a card calendar for 2026-2027.

Please keep it in a handy place so you can reference it throughout the school year.

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.

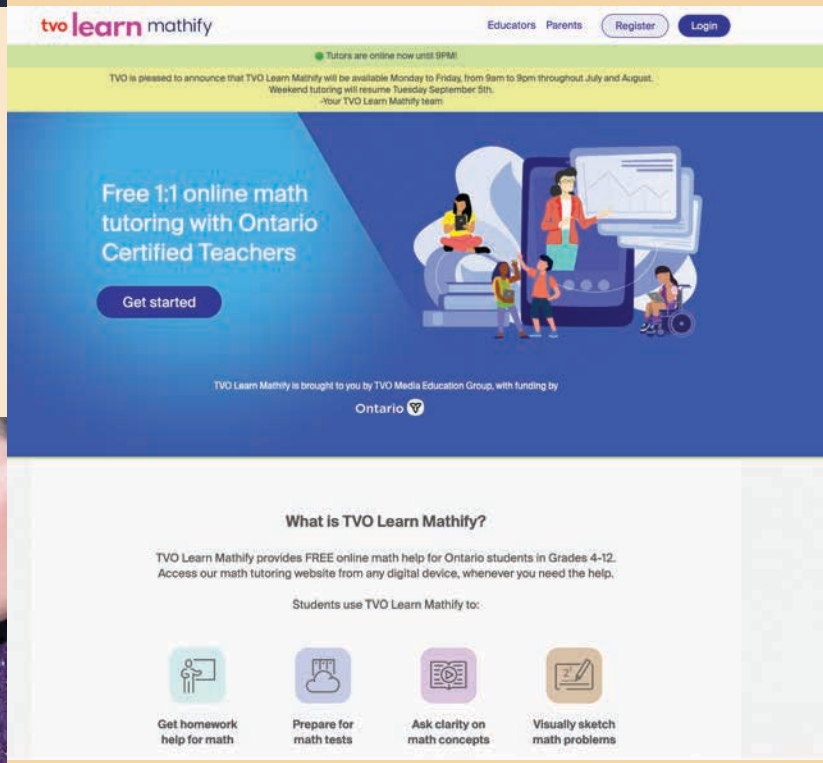
To access the tip sheets and the games, click on the Parents section at rainbowschools.ca.

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

tvo Mathify

FREE Math Tutoring

Students in Grades 4 to 12 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:

- **Monday to Friday** from 9 am to 9 pm
- **Sundays** from 3 pm to 9 pm

The website features an 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 **tvomathify.com**.

To register your child, you will need their Ontario Education Number (OEN) which is on their report card.

Partners in Education

School Councils and the Parent Involvement Committee

Sign up for School Council by completing the form in School Cash Online. Click here for a printed copy of the 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).

From the Ministry of Education

Your child's education:
a parent guide to our school system

https://www.ontario.ca/page/your-childs-education-parent-guide-our-school-system

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 improvement plans, parent engagement, and matters that impact student achievement, well-being and the school climate.

If you are a parent/guardian interested in joining the School Council at your child's school, please complete the Self-Nomination form available in SchoolCash Online. You can also obtain a copy of the form through your child's school. 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 throughout the school year
- Sign up for the Edsby communications platform
- 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

Visit rainbowschools.ca and click on Parents for resources and helpful hints.

If you have any questions about homework, please talk to your school's Principal. To learn more, visit rainbowschools.ca.

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.

If you are a School Council member interested in joining the Parent Involvement Committee, please talk to the Principal of your child's school.

Mark your calendar.

Plan to join us.

Schedule of Meetings

2026-2027 School Year

Tuesday, November 3, 2026

Annual General Meeting (in person) - 5 pm

Sudbury Secondary School, 154 College Street

Welcome from the Chief Executive Officer - 5:30 pm to 6 pm
You and Your Child Learning Together
Hands-on Activities - 6 pm to 7:30 pm

Since becoming the Chief Executive Officer for Rainbow District School Board in 2021, Bruce Bourget has led the renewal and implementation of Strategic Directions. Strategic Directions outlines the Board's vision, mission, values and priorities, and provides the compass that guides teaching and learning in Rainbow Schools.

All parents/guardians are invited to join us to get an inside look at what's happening in education today. Following the CEO's remarks, parents/guardians will be able to attend hands-on activities to learn more about how to support their child/children in language, math and mental health. These activities are for you and your child/children to learn together.

Please consider this your invitation to get involved in your child's education. Together, we prepare students to become lifelong learners, achieving their full potential as confident, caring members of society. When the home and the school work in partnership, students thrive and schools flourish.

The CEO's message will be livestreamed to A.B. Ellis Public School and Little Current Public School where hands-on activities will be offered for parents/guardians/children in Espanola and Manitoulin Island.

Tuesday, December 1, 2026
7 pm to 9 pm
Topic: Parents Reaching Out Grants
School Success Stories

Tuesday, January 26, 2027
7 pm to 9 pm
Topic: Curriculum Updates

Tuesday, March 2, 2027
7 pm to 9 pm
Topic: Managing Conflict with Peers
Support strategies for children

Tuesday, April 13, 2027
7 pm to 9 pm
Topic: Mental Health

Tuesday, May 11, 2027
7 pm to 9 pm
Topic: Planning for 2027-2028

Agendas and minutes of meetings are posted on rainbowschools.ca

Parental Involvement

Parent/Guardian Communication Process

I have a suggestion/comment/question/concern about my child. Who do I contact?

STEP 1 — Classroom teacher

Parents/guardians are encouraged to make an appointment with the classroom teacher in order to avoid any disruption to instruction, ensure confidentiality and respect time constraints.

STEP 2 — School Principal, Vice-Principal or Designate

If the parent/guardian and the teacher are not able to resolve the concern, the parent/guardian may discuss the concern with the principal, vice-principal or designate. The parent/guardian is encouraged to make an appointment, and the principal, vice-principal or designate may ask the parent/guardian to put the concerns in writing.

The principal, vice-principal or designate will gather facts from everyone involved to clarify the concern and work to resolve the matter as quickly as possible.

STEP 3 — Appropriate Superintendent

If the parent/guardian and the school principal, vice-principal or designate are not able to resolve the matter, the parent/guardian may contact the appropriate superintendent. The superintendent will review the matter as it relates to established policies and procedures and respond to the parent/guardian about the concerns.

STEP 4 — NEW — Student and Family Support Office

If the parent/guardian was not able to achieve a resolution after following the above steps, they may contact the Student and Family Support Office for assistance by completing this form. If help is required with the form, call 705.674.3171, ext. 7376 or email SupportOffice@rainbowschools.ca.

The Student and Family Support Office will assist with navigating and understanding the school system, ensure options have been explored, and verify that the process and procedures have been followed and fairly applied. The Office will focus on the relationship between the family and the school for the benefit of the student.

STEP 5 — Chief Executive Officer

If the parent/guardian is not able to reach a resolution after following the above steps, the parent/guardian may discuss the matter with the Chief Executive Officer.

Trustees

Trustees play a governance role within the school board with a focus on improving student achievement and well-being. They establish the overall strategic directions and approve the annual budget which enables the board to achieve its priorities. As advocates for excellence in education, Trustees will guide parents/guardians with the communication process. They will also refer requests for assistance to the appropriate staff member for follow up.

Requests will be acknowledged within two business days.
Parents/guardians can expect a follow up within five business days.

Nut/Peanut-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 Nuts in Schools

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

- **www.allergyasthma.on.ca**
- **www.foodallergy.org**
- **www.foodallergycanada.ca**

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

Lancer Dome

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 Lancer 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, slo-pitch 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-lancer-dome/

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 or contact 705.674.3171, ext. 7259.

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.

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

Learn more about Student Accident Insurance on our website HERE.

Rainbow District School Board

brings learning to life in 29 elementary school buildings and 9 secondary school buildings. Approximately 14,022 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 2026-2027 school year is $263.3 million.

myBlueprint

For more information, please visit:
https://education.myblueprint.ca/rainbowfamilies

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. **For more information, visit https://education.myblueprint.ca/rainbowfamilies.**

Getting Started Guide for Parents/Guardians

☐ EXISTING USER?

1. Visit **www.myBlueprint.ca/login**
2. Click on **School Account**. **Log in** and **select** Rainbow District School Board from the drop down menu.
3. Click **Log In with School Account** and select your rscloud email account.

Forgot your password? Click on "Forgot Password?"

☐ CREATE YOUR PARENT ACCOUNT

1. Visit **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 Rainbow District School Board 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 Rainbow District School Board 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
- **Resumé and Cover Letters** – record experiences, build a resumé, 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 - Safe, simple, secure

Do you have a SchoolCash Online account?

If not, please visit rainbowschools.schoolcashonline.com to register.

SchoolCash Online helps parents/guardians and community members pay school-related fees. School forms are also completed through SchoolCash Online, including field trip forms, consent forms, and School Council nomination forms.

SchoolCash Online is as easy as 1, 2, 3:

1. Receive email notifications of new fees, new forms or items available for purchase, including field trips, yearbooks, spirit wear, athletic fees and more.
2. Pay for school fees and complete forms anytime, anywhere, with a simple click.
3. Keep track of all school items and activity fees, and manage all students in your household from one location.

We encourage all parents/guardians to register now, so you'll be ready to complete required forms and make online payments from home.

NEW

You can now purchase lunch for your child in Chartwells cafeterias through SchoolCash Online.

For convenience, two options are available.

Option 1 - Pre-order and pay for a meal by the end of the current month for the following month.

Meals are available on Mondays and Fridays based on a set menu for each week. Your child's meal will be ready for pick up in the cafeteria on the designated day. Chartwells is offering healthy options, with a focus on vegetables and protein.

Best part: You can customize the order. No onions. No problem.

You will have the option to remove them when you pre-order through SchoolCash Online. The order will be prepared and labelled for your child, so they do not have to wait in line.

Important: If your child is absent on the day of the pre-ordered meal, it cannot be cancelled or reimbursed.

Option 2 - Get a ZipThru card in the cafeteria and load it with money for lunch through SchoolCash Online.

Your child will move through the cafeteria line quickly.

Best part: No need to carry a credit card or cash.

Rainbow INTERNATIONAL

If you know a student in another country who would like to study in Canada, tell them about Rainbow International.

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 District School Board?

- Rigorous academics with extensive university/college preparation
- Direct access to post-secondary university/college education
- Comprehensive industry and university/college Co-operative Education opportunities
- Low ratio of international students to Canadians
- Modern approach to 21st 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 welcomecentre@rainbowschools.ca.

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)
- 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 21st 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.

Welcome Centre

Rainbow District School Board has a Welcome Centre for newcomers.

The Welcome Centre assists families with the registration process and the transition to a new school.

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

All newcomers looking to register their children in Rainbow Schools can make an appointment to receive support with the registration process.

The Welcome Centre is open Tuesday and Wednesday from 10 am to 2 pm.

As more and more newcomers make Greater Sudbury their home, we want them to feel safe, valued and supported.

The Welcome Centre provides a convenient space for newcomers to meet a friendly face to ensure they experience a successful transition.

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

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

Part of this partnership includes access to the YMCA's Settlement Workers in School program (SWIS).

Settlement Workers provide services to newcomer families to help them integrate into their new community and new school.

These services include hosting information sessions or attending school meetings to help newcomers navigate the education system, supporting school registrations by assisting with student educational requirements and education terminology, attending parent-teacher interviews, and introducing newcomers to support systems within the school and the community.

To learn more, please call the Welcome Centre at 705.675.0218, email welcomecentre@rainbowschools.ca or visit https://international.rainbowschools.ca/, where newcomers can access information in multiple languages through Google Translate.

Visit: https://international.rainbowschools.ca/

Vaccines required for school attendance

Public Health Sudbury & Districts (Public Health) maintains immunization records for all students, as required by the Immunization of School Pupils Act (ISPA). Students without up-to-date records may be suspended for up to 20 school days. Elementary and secondary students must provide proof of immunization or a valid medical, religious, or conscientious exemption for the following diseases: diphtheria, tetanus, pertussis (whooping cough), polio, measles, mumps, rubella, meningococcal disease (meningitis) and varicella (chicken pox – for children born in 2010 or later).

Make sure your child's immunization record is up to date.

What do parents and guardians need to do?

- ☑ Check online at Immunization Connect Ontario.
- ☑ If vaccines are missing, contact your health care provider to see if they have a record.
- ☑ Overdue for a vaccine? Book an appointment with your health care provider or contact public health.
- ☑ Need a provider? Contact Health Care Connect to find one.

Remember: Report any vaccines your child received, unless they were given at a school clinic. Health care providers do not always report to Public Health.

How to report vaccines to Public Health

Online: Immunization Connect Ontario (ICON) tool.

Email: Send a photo of the immunization record to ispa@phsd.ca. (Please note that email isn't always secure and may risk the privacy of your child's immunization information.)

In person: Bring a copy of the immunization record to any Public Health office location during regular business hours.

First Semester

Secondary School

September 8, 2026 to February 1, 2027

Second Semester

Secondary School

February 2, 2027 to June 30, 2027

Examination Days

Secondary School

January 25 to 29, 2027 | June 24 to 30, 2027

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

Professional Activity Days

September 2, 2026
September 3, 2026
October 26, 2026
November 20, 2026
February 1, 2027
April 23, 2027
June 11, 2027

Learn more about PA Days.

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 Checkeris Boardroom are livestreamed and archived.

Please confirm location and start time by calling 705.674.3171, ext. 7236 or visit our website *rainbowschools.ca*.

Schedule of Meetings

August 25, 2026
September 22, 2026
October 20, 2026
November 17, 2026
December 8, 2026
January 19, 2027
February 23, 2027
March 23, 2027
April 20, 2027
May 18, 2027
June 8, 2027
June 29, 2027

Transportation

The Sudbury Student Services Consortium oversees the transportation of close to 20,000 students on 400 school purpose vehicles daily for the four area school boards in the Sudbury, Espanola, Massey and Manitoulin Districts.

For more information about transportation, including student eligibility, student safety training, mTransport application bus cancellation procedures and more, 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 **transport@businfo.ca** or visit **businfo.ca**. For bus cancellations, visit **businfo.ca/en/**.

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 8, 2027
Junior EQAO Assessment (reading, writing and math)	May 4 to June 8, 2027
Grade 9 math EQAO Assessment	**Semester 1** January 12 to February 5, 2027 **Semester 2** June 8 to 30, 2027

Literacy Test

Ontario Secondary School Literacy Test	**Fall 2026** November 3 to 30, 2026 **Spring 2027** March 30 to April 19, 2027

Successful completion of the OSSLT is a graduation requirement in secondary schools.

Secondary School Information Nights

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

Lively District Secondary School	Wednesday, November 25, 2026
Confederation Secondary School	Thursday, November 26, 2026
Espanola High School	Thursday, November 26, 2026
Sudbury Secondary School	Wednesday, December 2, 2026
Lasalle Secondary School	Thursday, December 3, 2026
Chelmsford Valley District Composite School	Tuesday, January 12, 2027
Lo-Ellen Park Secondary School	Wednesday, January 13, 2027
Lockerby Composite School	Thursday, January 14, 2027
Manitoulin Secondary School	Thursday, February 11, 2027

Please contact schools for start times.

Inclement Weather

In the event of inclement weather, please listen to the radio for transportation cancellations.

Every attempt will be made to announce transportation cancellations on the various radio stations by 7 am. Notices will also be posted on businfo.ca and rainbowschools.ca.

When transportation is cancelled, schools remain open and staff are expected to report to work. If you drop your child off, please remember that you must pick your child up at the end of the day.

In the interest of the safety and well-being of staff and students, classes will be cancelled when weather conditions warrant such action. When classes are cancelled, please do not bring your child to school.

For more information, visit rainbowschools.ca and click on Transportation.

For school bus cancellations and school closures, visit rainbowschools.ca and click on Transportation.

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.***

Rainbow District School Board

2026-2027 School Year Calendar

Rainbow Schools

September 2026

s	m	t	w	t	f	s
		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			

October 2026

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	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

November 2026

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

s	m	t	w	t	f	s
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027

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 2027

s	m	t	w	t	f	s
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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 2027

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

s	m	t	w	t	f	s
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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 2027

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 2027

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				

First/Last Day of School | Secondary Exams | Holidays | Christmas/Mid-Winter Break | Professional Activity Days

Rainbow District School Board – 2026-2027 School Year

Sudbury | Espanola | Manitoulin

Rainbow Schools

408 Wembley Drive, Sudbury, Ontario P3E 1P2 | Tel: 705.674.3171 | Toll Free: 1.888.421.2661 | info@rainbowschools.ca | rainbowschools.ca

ELEMENTARY SCHOOLS - SUDBURY AREA

Adamsdale Public School	Ashleigh Conley	705.566.6020
Alexander Public School (FI)	Christine Chisholm	705.675.5961
Algonquin Road Public School	Trevor Dewit	705.522.3171
C.R. Judd Public School	Chelsey Ouimet	705.671.5953
Chelmsford Valley D.C.S. (K to Grade 8 - FI & EP)	Patrick Hopkin	705.675.0225
Churchill Public School	Jennifer Harvey	705.566.5130
Confederation Secondary School (Grade 7 & 8)	Yves Poirier	705.671.5948
Copper Cliff P blic School	Elizabeth Mack	705.682.4721
Lansdowne Public School (FI & EP)	Elisa McNeil	705.675.6451
Larchwood Public School	Kim Boulanger	705.671.5944
Lasalle Elementary School (K to Grade 6 - FI)	Kristen Pichette	705.566.3935
Lasalle Secondary School (Grade 7 & 8 - FI & EP)	Kristina Rivard Gobbo	705.566.2280
Levack Public School	Cheryl Vincent	705.671.5943
Lively District Secondary (Grade 7 & 8 - FI & EP)	Victoria Zymantas	705.692.3671
Lo-Ellen Park Secondary (Grade 7 & 8 - FI)	Pamela Potvin	705.522.2320
MacLeod Public School	Kerri Monaghan	705.522.8040
Markstay Public School	Lisa Puddester	705.671.5946
Monetville Public School	Kimberly Yagnych	705.898.2785
Northeastern Elementary School (FI & EP)	Jodie Pakkala	705.675.0204
Princess Anne Public School	Paula Mackey	705.673.6516
Queen Elizabeth II Public School	Rachel Booker	705.675.6198
R.H. Murray Public School	Nadia Berardelli	705.671.5942
R.L. Beattie Public School (FI)	Stephen Winckel	705.522.7178
Redwood Acres Public School	Katrina Nadeau	705.675.0202
Valley View Public School (FI)	Carrie Wilson	705.671.5956
Walden Public School (FI & EP)	Kelly McCauley	705.692.3602

SECONDARY SCHOOLS - SUDBURY AREA

Barrydowne College (Re-engagement school) *(For students ages 18 to 21 who want to return to school)*	Susan Kett	705.566.2302
Chelmsford Valley District Composite School	Patrick Hopkin	705.675.0225
Confederation Secondary School (FI & EP)	Yves Poirier	705.671.5948
Lasalle Secondary School (FI & EP)	Kristina Rivard Gobbo	705.566.2280
Lively District Secondary School Innovative Integrated Technology Program	Victoria Zymantas	705.692.3671
Lockerby Composite School (FI & EP) Science Technology Education Program	Ryan Lafraniere	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

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

SECONDARY SCHOOL - ESPANOLA AREA

Espanola High School	Andrea Therrien	705.869.1590

ELEMENTARY SCHOOLS - MANITOULIN ISLAND

Assiginack Public School	Julie Balen	705.368.7010
Central Manitoulin Public School	Melissa Brandon	705.368.7005
Charles C. McLean Public School	Dawn Noble McCann	705.368.7015
Little Current Public School	Tracey Chapman	705.368.2932

SECONDARY SCHOOL - MANITOULIN ISLAND

Manitoulin Secondary School	David Wiwchar	705.368.7000

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.

OTHER SCHOOLS, PROGRAMS AND SERVICES

Adult Day School	Heather Downey	705.675.5481
Alternative Program Elementary	Shannon Lafrance	705.674.1221
Cecil Facer Secondary School	Martin Punkari	705.522.0196
Child and Adolescent Mental Health Program	Shannon Lafrance	705.674.1221
Children's Treatment Centre	Ashleigh Conley	705.566.6020
Frank Flowers School Program	Martin Punkari	705.524.3354
French Immersion, Arts Education and New Teacher Induction Program	Brenda Carr	705.674.3171 ext. 8244
Indigenous Education	Travis Corbiere	705.368.7000 ext. 6712
	Tim Nadjiwon	705.674.3171 ext. 8224
Jean Hanson Public School	Shannon Lafrance	705.674.1221
Mental Health	Sarah Clarke	705.674.3171 ext. 8220
Mishko-Ode-Wendam	Tim Nadjiwon	705.674.3171 ext. 8224
N'Swakamok Alternative School	Heather Downey	705.674.2128
Ontario Youth Apprenticeship Program	Jennifer Burns	705.674.3171 ext. 8229
Restart Program	Laurie-Ann Lielkalns	705.671.5941
O'Connor Park Program	Laurie-Ann Lielkalns	705.674.3171 ext. 7285
Special Education Programs/Services	Coleen Eberlein	705.674.3171 ext. 7264
	David Squarzolo	705.674.3171 ext. 8202
Step Up Step Down	Arynn Frantz	705.566.1770
Student Achievement - Literacy and Numeracy (K to Grade 6)	Kate MacKenzie	705.674.3171 ext. 8248
Student Success (Grades 7 to 12)	Melanie Bertrand	705.674.3171 ext. 8226
Welcome Centre	Kate MacKenzie	705.675.0218
Westmount Avenue Public School	Arynn Frantz	705.566.1770

Transportation Inquiries (Sudbury Student Services Consortium) 705.521.1234 (or visit businfo.ca) Toll Free: 1.877.225.1196
For bus cancellations, visit rainbowschools.ca and click on Transportation.

TRUSTEES

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

Sadie Gardiner - Student Trustee
Tehya Montgomery - Student Trustee

ADMINISTRATION

Centre for Education	705.674.3171	Toll Free: 1.888.421.2661
Bruce Bourget	Chief Executive Officer	ext. 7236
Adam Guilbault	Superintendent of Business	ext. 7236
Dan Koziar	Superintendent of Schools	ext. 7213
Leslie Mantle	Superintendent of Schools	ext. 7235
Maureen McNamara	Superintendent of Schools	ext. 7213
Danielle Williamson	Superintendent of Schools	ext. 7235
Nicole Charette	Senior Advisor Corporate Communications and Strategic Planning	ext. 7217

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.