



Bloor Collegiate Institute Parent & Community Council

PARENT HANDBOOK

1141 Bloor St. W,
Toronto, ON M6H 1M9
(416) 393-1420 (main office)
(416) 393-1424 (fax)

Please take the time to review the BCI website for important information:

<http://schoolweb.tdsb.on.ca/bloorci/>

Hours of School and Building:
School Hours: 9:00am – 3:15pm
Office Hours: 8:00am – 4:00pm
Email: Bloor@tdsb.on.ca

Before and After School Activities 7:30am - 8:45am & 3:30pm – 5:00pm

Principal:	Susana Arnott ext. 20010
Vice-Principal:	Nicole Aloise (A-L) ext. 20011
Vice-Principal:	Alison Warner (M-Z) ext. 20012
Superintendent:	Jane Philips-Long (416) 394-2042
Trustee Ward 9:	Marit Stiles (416) 395-8787

Parent Handbook Introduction

We are very pleased to share with you this handbook produced by volunteers on behalf of the Bloor Collegiate Institute (BCI) Parent & Community Council.

While your child or children are on their paths to greater independence, they will still want and need your support, but the pattern of that support will likely change from middle school to high school. This booklet is meant to help you to support them through their years in high school.

As it is written by and for parents/guardians, it aims to bring a somewhat different perspective from the BCI web site and the Student Handbook (which each student receives each year).

Finally, if you have any comments or suggestions, your input is welcome. Instructions to do so are at the end of the book.

Version February 2018

Please refer any comments or suggestions to the BCI Parent Council, either by email (bci.sch.council@gmail.com) or by leaving a note in our mailbox at the BCI office.

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Daily Schedule

Daily Schedule/Rotation Pattern - 4 Day Cycle					
		Day 1	Day 2	Day 3	Day 4
Period 1	9:00-10:20	Class A	Class E	Class A	Class E
Period 2	10:25-11:40	Class B	Class F	Class B	Class F
Lunch	11:40-12:40				
Period 3	12:40-1:55	Class C	Class G	Class C	Class G
Period 4	2:00-3:15	Class D	Class H	Class D	Class H

After Day 4, the cycle repeats itself, i.e., the fifth day uses the Day 1 schedule, the sixth day uses the Day 2 schedule, etc. In the event of a school holiday, the rotation will continue on the first school day after the holiday. For example: Friday is a Day 3 schedule. If Monday is a school holiday, then Tuesday commences with a Day 4 schedule.

LATE START days at BCI run weekly on Thursdays, from September until the end of April, to enable teachers to have meetings. This means that school starts at 10:00am for the students. School ends at the regular time. Please check the BCI web site for exact dates of school holidays, Parent/Guardian-Teacher interviews, early dismissal, and half days.

PA (Professional Activity) Days (also known as PD or Professional Development days)

Certain days throughout the year are designated as PA days for the staff. On these days, there will be no classes.

Emergency Procedures for Parents

Should an emergency situation arise in the school, the following site will be updated to provide current information.

schoolweb.tdsb.on.ca/bloorci/Emergency-Response

School Year Important Dates – At a Glance

Month	Activity or Event
August	“Moving on Up” Orientation (Grade 9): getting ready for high school
September	Opening day (morning only) Grade 9 TOPS on Bloor Pinecrest trip Grade 9 full day field trip
September/October	New Parent Welcome and Curriculum Night PA day
October	Commencement (may be in late spring) Honours night PSAT Test Photo retakes Grade 10 Wanakita Trip Early Warning Letters Grade 12 TOPS trip (if not in spring)
November	Take Our Kids to Work Day (grade 9), Nov. 1 Grade 8 Open House PA day First term Report Cards sent home Parent/Guardian-Teacher Interviews
December	TOPS on Bloor entrance exam (grade 8) PA day Grad photos TOPS on Bloor midterms or finals (limited)
January	Exams and culminating projects for semester courses University Applications due Mock Ontario Secondary School Literacy (OSSLT) Test
January/February	Grad photo retakes PA day
February	TOPS on Bloor Science Fair (grade 9) Second term Report Cards sent home Parent/Guardian-Teacher Interviews SAC semi-formal (all grades) - tentative College Applications due
February/March	Grade 11 TOPS on Bloor leadership retreat
March	March Break
March/April	Grade 10 OSSLT (Ontario Secondary School Literacy Test)
April	Third term Report Card sent home Arts Week

Month	Activity or Event
May	Last day to drop a senior course Advanced Placement (AP) exams Grade 10 TOPS on Bloor Eco Experience Grade 8 Welcome Event
May/June	Grad Prom
June	Athletic Banquet Exam moratorium Teacher Appreciation Potluck Final exams Exams return day Return all texts and pay library fines Grad brunch PA days (3) Report card pickup (on last PA day)

Staff and Departments Directory

schoolweb.tdsb.on.ca/bloorci/Staff-and-Departments

Academic Issues, Structure and Policies

Report Cards

There are four formal report cards to parents each year. They are sent home in November, February, April, and June. Grades and attendance are reported on a class-by-class basis together with those comments that individual teachers feel to be appropriate. Class tests, essays, laboratory reports, oral presentations, special projects and exams are all taken into account in evaluation. During the term, teachers will present students with a course description, including the method of evaluation that they will be using and the weight given to each item, often in the form of a rubric. Teachers will be available to meet with parents at least twice during the school year to discuss their child's progress. Specific dates for these interviews will be posted on the school website and included with the student report cards.

In addition to the formal report cards, teachers may communicate with parents via the student agenda, e-mail, or phone calls home. Early Warning Letters may also be sent home during the term to inform parents of specific areas of concern.

www.tdsb.on.ca/High-School/GradesExamsDiplomas/Report-cards

Parent/Guardian-Teacher Interviews

Parent/Guardian-Teacher interviews are held two or three times a year when report cards are sent home. Generally, such interviews are short – about 10 to 15 minutes in length. It is important to prepare before the interview to make the best use of that time. If you need more time to speak with the teacher, schedule another appointment. Prepare, ask questions, and follow-up.

Parent/Guardian-Teacher interviews are strictly confidential. Share personal information that may be affecting your child's progress or behaviour at school (e.g. family illness, job search, etc.). This information will help the teacher to understand your child better. Take notes so that you can share the comments with your child.

- What does my child do well?
- What skills does she or he still need to develop?
- Is my child getting extra help? In what subjects?
- What is your homework policy?
- How much time should my child be spending on homework?
- How does my child get along with the other students?
- How can I help my child at home?
- What is the best way to contact you if I have more questions?

www.tdsb.on.ca/Portals/0/Leadership/Ward11/parentteacher.pdf

Textbooks

Textbooks are the responsibility of the student and must be returned in good condition. Students are responsible for lost textbooks. The cost of replacement or repair will be assessed accordingly. Students must return all schoolbooks and equipment at the end of the school year and ensure that the teachers who assigned the materials are aware that they have been returned.

Completion of work

It is essential to complete all assigned work if students are to be successful in school. Ontario Education Law Regulation 298 requires students to be diligent in their attempts to master studies, to exercise self-discipline and to accept such discipline as would be exercised by a kind, firm and judicious parent.

- Tests will be taken at the allotted time and date.
- Students will complete all work within the allotted time.
- Assignments must be handed in on the assigned date. Students who know that they will be absent for an assignment must notify the teacher and make arrangements to hand in the assignment on time or in advance.
- Absences from tests and assignments must be validated.

Plagiarism and Documentation Policy

All students in the TDSB are expected to submit their own work for evaluation.

Cheating and plagiarism will not be condoned. Cheating is usually defined as “the act of practicing deceit or breaking the rules”. In the context of assessment and evaluation, cheating is defined as “the deviation from the behavior expected in an evaluation situation”. Examples include but are not limited to: using another student’s work on a test or any other evaluation, unauthorized use of electronic media to obtain answers during an evaluation, and bringing unauthorized notes or notations into an evaluation.

Plagiarism is defined as “the use of or the close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work”. Examples include: copying and pasting from the Internet or other electronic sites without citing the source and omitting quotation marks for direct quotations even if the sources have been cited.

To ensure a full understanding of academic honesty students are expected to:

- seek clarification from teachers about actions that constitute plagiarism
- seek assistance when their research skills need improvement
- understand the penalties for academic dishonesty and plagiarism
- ensure that all their work is original and that they cite sources accurately and consistently

www.tdsb.on.ca/About-Us/Detail/docId/1783

Consequences of Academic Dishonesty

When plagiarism/cheating is detected, it will be investigated. If plagiarism and/or cheating is confirmed by the teacher, he/she will inform the vice principal, the student, and the parent/guardian (where the student is under the age of 18) of the specific details regarding the plagiarized assignment and for the allegation of cheating and the resulting consequences.

www.tdsb.on.ca/HighSchool/GradesExamsDiplomas/Reportcards.aspx

Minimum Consequences of Plagiarism

Students should be encouraged to realize that the consequences of plagiarism escalate as they progress through life.

- A consequence of cheating and plagiarism may be a mark of zero for the assignment/exam in question.
- A repeated pattern of academic dishonesty may result in an escalation in the severity of consequences.
- All students facing the consequences of plagiarism or cheating have the right to appeal the teacher’s decision to the curriculum leader/administrator.

For a copy of the procedure on Academic Honesty (PR613), go to

www2.tdsb.on.ca/ppf/uploads/files/live/91/1783.pdf

Homework

Homework Policy & Guidelines

- It is the Toronto District School Board's belief that homework is an engaging and relevant learning activity. Homework is a purposefully planned, out-of-classroom learning experience assigned by a teacher to enhance student learning. It is directly connected to a student's program and learning expectations from the Ontario Curriculum. There are four components to homework: completion, practice, preparation, and extension with identification of specific intended outcomes and application for effective learning.
- The TDSB Homework Policy balances time required to complete homework with the importance of personal and family wellness and the wide array of family obligations experienced in our society today.
- Whenever possible, homework will be assigned by teachers in blocks of time so that families can best support homework completion by balancing the time required to complete homework with extra-curricular activities and personal and family activities.
- No homework will be assigned over school holidays or days of significance.
- Where appropriate, there will be progressive consequences for incomplete homework. Punitive measures are considered inappropriate as they provide powerful disincentives.

Types of Homework

- **Homework** reinforces the comprehension of concepts acquired during the lessons of the day. It typically includes drill, practice and recollection. A student should be able to complete homework on his/her own. Examples would include math problems, vocabulary exercises, workbook exercises, and journals.
- **Assignments** support the extension of acquired learning. It might apply acquired knowledge to a new situation, or synthesize a series of lessons/concepts into a whole. It should provide the student with choice and the opportunity for divergent and lateral thinking, and for substantiated, personal opinions. Examples include geometry constructions, essays, collages, map work, and oral presentations. It might also include preparatory work such as a reading assignment.
- **Projects** have a similar purpose to assignments, but on a larger scale. They should extend learning to a new situation and/or consolidate a series of learning. They should include a lesson(s) on planning and reflecting and often include group activities and whole class projects. Regardless, they should be within the capability of the student. Examples are varied and should include a variety of means of demonstrating knowledge.
- **Studying** is specific to the review of skills/ knowledge in preparation for a test or lab. Students should understand the objectives, by priority, that need to be mastered. In an ideal situation, a student would review previous learning on a nightly basis, rather than waiting for an intensive review before a specific test.

Homework Time

- Amount – Students should be prepared for 60-120 minutes of homework each night.
- Notice – Projects should be assigned near the beginning of the term and students given the bulk of the term to complete the project. Students should have at least two evenings to study for term tests and to prepare assignments.
- Major Holidays – Homework should not be assigned. Projects and assignments should be given two weeks prior to and should not be due until one (1) week after the break.
- Religious Holidays – teachers should consult our school calendar for religious holidays that prevent students from studying and completing assignments during that period of time.
- Weekends – It is reasonable to expect students to have one evening of work over the weekend.

Homework Responsibilities

Students:

- to ask the teacher for clarification, if required, before taking the work home;
- to complete the required work in a manner of excellence;
- to remit all work faithfully and on time; and
- to inquire about and complete work missed during absences.

Parents:

- to inform themselves by checking the agenda;
- to provide a time and a place for homework;
- to provide support and encouragement;
- to verify that the work has been completed;
- to contact the teacher with concerns or questions; and
- to remind students after absences to verify work missed and to catch up.

Graduation Issues and Policies

Academic/Technology Eligibility Requirements for University

www.tdsb.on.ca/High-School/GradesExamsDiplomas/Getting-your-Diploma

Program and Diploma Requirements

www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.pdf

Ontario Secondary School Diploma (OSSD) Requirements

- Successful completion of Literacy requirement
- 40 hours of community involvement
- 30 credits required for graduation (18 compulsory and 12 optional):
 - 4 English, one per grade level
 - 1 French as a Second Language

- 3 Mathematics, at least one in Grade 11 or 12
- 2 Science
- 1 Canadian Geography
- 1 Canadian History
- 1 Arts (dance, drama, media, music, visual arts)
- 1 Health and Physical Education
- 0.5 Civics
- 0.5 Career Studies

Plus one credit from each of the following groups:

Group 1: an additional English credit
 or French as a second language*
 or a third language
 or a Social Sciences and Humanities credit
 or a Canadian and World Studies credit
 or a Guidance and Career Education credit
 or a Cooperative Education credit*

Group 2: a Business Studies credit
 or a credit in Health and Physical Education
 or a credit in the Arts
 or a credit in Cooperative Education*
 or French as a second language*

Group 3: a grade 11 or 12 Science credit
 or a Technological Education credit
 or a Computer Studies credit
 or a Cooperative Education credit*
 or French as a second language*

Plus 12 optional credits

*A maximum of two credits in Cooperative Education and two credits in French can count as compulsory credits.

Ontario Secondary School Certificate (OSSC)

14 credits (for students who leave secondary school without completing diploma requirements) 7 Compulsory credits:

- * 2 credits in English
- * 1 credit in Canadian Geography or Canadian History
- * 1 credit in Mathematics
- * 1 credit in Science
- * 1 credit in Health and Physical Education
- * 1 credit in Arts or Technological Education
- * *Plus* 7 optional credits selected by the student from available courses

Certificate of Accomplishment (must meet all listed requirements, below)

- Student does not meet OSSD or OSSC requirements
- Recognizes achievement of student
- Accompanied by Ontario Student Transcript
- May be issued only once

Other Graduation Information

The Ontario Universities Fair: Late September, Metro Toronto Convention Centre
www.ouf.ca

Ontario College Information Fair: Mid-October, Toronto www.collegefair.ca

Deadline for Ontario Secondary School students to submit completed applications to:

- OUAC (University), early- to mid-January
- OCAS (College), February 1

Student Transcript (OST)

The student transcript is part of the Ontario Student Record which is kept in the Guidance Office.

The OST will include:

- full disclosure for grade 11 and 12
- highest achievement in successfully completed grade 9 & 10 courses
- all courses taken or attempted, and credits earned for Grade 11 & 12 courses

Volunteer Hours/Community Service Program

All students must complete 40 hours of community service as mandated by the Ministry of Education. Students must complete their Community Involvement forms and submit them to Student Services to demonstrate completion of this graduation requirement.

This service can be started/completed in the summer before a student enters grade 9.

[www.tdsb.on.ca/Portals/0/HighSchool/docs/Community Involvement Hours.pdf](http://www.tdsb.on.ca/Portals/0/HighSchool/docs/Community%20Involvement%20Hours.pdf)

The volunteer form is accessible here:

<http://www.tdsb.on.ca/Portals/0/HighSchool/docs/communityinvolvementform.pdf>

Course Selection

My Blueprint is the system utilized by the students and the school to select their courses for the following year. It is also a helpful tool for the larger project of career planning. It is designed for both parents and students. www.myblueprint.ca/tdsb/

Other important links are available on the BCI Guidance Department website, including course outlines: schoolweb.tdsb.on.ca/bloorci/Staff-and-Departments

For further information on the Ministry of Education secondary curriculum, click here:
www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

Advanced Placement (AP) and Pre-Advanced Placement Courses

Grade 10 and 11 students can take the PSAT test to help them prepare for the SAT, if they plan to attend university in the US, or they may take it to assist in determining the suitability of an AP course. The PSAT test is written in October.

AP courses can be taken by any student at BCI. Pre-AP courses are offered in the sciences in grade 11. Each AP course has a course fee of \$50. Students wishing to write AP exams are responsible for covering the cost of each exam (approx. USD \$115-\$124). The TOPS on Bloor enrichment fee covers two AP courses in grade 11 and three courses in grade 12. For a current list of courses and exam dates, see the BCI website at: schoolweb.tdsb.on.ca/bloorci/Advanced-Placement-AP-At-Bloor

For more information on AP courses, including course outlines, see the College Board website at: apcentral.collegeboard.org/courses

Specialist High Skills Majors (SHSM)

Pronounced “schism,” they are bundles of 8 – 10 courses that allow students to focus their learning on a specific economic sector or career path that matches their skills and interests while getting their high school diploma. Bloor Collegiate now has three SHSMs that students can choose:

Health and Wellness SHSM
Information and Communications Technology SHSM
Business SHSM

For additional information or to apply to the program, click here:
schoolweb.tdsb.on.ca/bloorci/NEW-Specialist-High-Skills-Major

TOPS on Bloor Program

Talented Offerings in the Programmes of Sciences
schoolweb.tdsb.on.ca/bloorci/TOPS-on-Bloor

Field Trips

Field trips off the school premises are undertaken for a variety of purposes. These include: promotion of academic, social and personal growth; participation in athletic activities; and promotion of cultural and environmental awareness or participation in recreational activities. While intended to be motivational, stimulating and an enhancement to classroom work, field trips come with risks. Discuss with your child

what those risks may be and how they can be avoided or mitigated. High School is a good time for students to learn and practice the skill of risk management themselves. Your discussion with them about field trips is a good opportunity for that.

Financial Aid and Fees

The TOPS enrichment fee is \$400.00. This amount includes all core field trips and classroom materials beyond the Ontario curriculum. It is BCI's practice to accept all qualified candidates regardless of financial status. Contact the Principal if these fees pose a hardship.

Financial Assistance (Field trips, activities and TOPS)

Please contact the Principal for assistance if fees for any activity or fieldtrip poses a hardship.

School and School Board Policies

Absence

Parents/guardians are asked to phone the attendance line ((416) 393-1420, press 1) before 9:00am on the day of an absence. You will be asked to leave the following information: student name, date, reason for absence, and whether it will be a full or half day absence. Upon returning to school, the student must provide a written note to the Main Office from the parent/guardian explaining his/her absence (even if his/her home has been called). The note must be dated, signed, and in the parent's handwriting.

Students are responsible for informing subject teachers of impending absences prior to the absence. Students who are absent (including for reasons such as chronic illness, religious holidays, family vacations, or sports training) have the responsibility to catch up on information and work missed. Parents/guardians of a student who has missed class will be contacted via a computerized attendance system.

www.tdsb.on.ca/High-School/Caring-Safe-Schools/Safe-Arrival-Program

Attendance

Students must attend school regularly and attend all classes when in school. Absenteeism adversely affects progress of the individual, and of the class as well, and may result in the loss of credits. It is the responsibility of the student, with parental support, to be present for the required course instruction. Ontario Regulation 298 requires students to attend classes punctually and regularly.

Lateness

Students must be on time for every class. Lateness inconveniences the teacher and the class and causes unnecessary additional work for the office staff. Punctuality shows consideration for others and is a habit which will be expected on the job and in personal relationships. Students who are more than 15 minutes late are required to sign in at the Main Office and obtain an admit slip. Students may be asked to make up time missed due to lateness. Parents/guardians will be notified in the case of persistent lateness.

Notification of Unexcused Absence from School

Parents/guardians of a student who has missed class will be contacted via a computerized attendance system.

School Closure

In the event that schools have to be closed due to bad weather or other emergencies, notification can be found at the following website: <http://www.tdsb.on.ca/> or an automated message (phone call and/or email) may also be sent in the event of a school closing. www.tdsb.on.ca/About-Us/Severe-Weather

Bloor Collegiate Institute Code of Conduct

In the spirit of BCI's tradition and pride, the student, staff and parent/guardian communities support this code of conduct to ensure a positive learning environment. Students, parent/guardians, teaching and support staff have the right to be safe and to feel safe in their school community. With this right comes the responsibility and accountability for actions that put the safety of others or oneself at risk. Everyone — school staff, parents/guardians, students and the wider community — has a role to play in creating a positive school climate and preventing inappropriate behaviour.

Students at BCI are expected to:

- be cooperative and respectful of each other
- be responsible, attend all scheduled classes
- be on time and prepared for class
- be intolerant of aggressive, violent or bullying behavior
- refrain from using profanity, racist, sexist or homophobic language
- not use alcohol or illegal drugs on school property or at school-related activities
- not carry weapons (including replicas) on school property or at school-related activities
- treat school property and the possessions of others with respect
- dress appropriately for school
- not share lockers or use an unassigned locker
- not wear head or facial coverings except for religious purposes

Bullying

Bullying is a form of repeated, persistent and aggressive behaviour that is directed at an individual or individuals and is intended to cause (or should be known to cause) 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.

Bullying occurs in a context where there is a real or perceived power imbalance 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 is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. hitting, pushing, tripping), verbal (e.g. name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g. excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g. spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, social media, internet websites or other technology).

BCI recognizes that bullying adversely affects:

- a student's ability to learn;
- healthy relationships and the school climate; and
- a school's ability to educate its students.

Bullying will not be tolerated on school property, at school-related activities, on school buses, or in any other circumstances that may impact on school climate. Students engaging in bullying behaviours will be subject to discipline.

Code of On-Line Conduct (Computer and Internet Use)

Consequences for Inappropriate Behaviour:

<http://www.tdsb.on.ca/Portals/0/docs/ChartOf-Consequences.pdf>

Students are expected to abide by the TDSB Code of on-line Conduct:

www.tdsb.on.ca/Portals/0/aboutus/docs/occ.pdf

Solving Problems at School

Start by:

1. Gathering as much information about the situation as possible. (If your concern is not school related, contact any service department identified in the Community Contacts section of this guide to discuss the matter.)
2. Call the school and arrange a meeting with the teacher to discuss your concern.

3. If you require further assistance, please contact your child's Vice-Principal.
4. If your concern is still not resolved, contact the Principal.
5. We understand that in extreme circumstances, you may need to contact the Superintendent. In these cases, the Superintendent will act as a facilitator to resolve the matter.

peopleforeducation.ca/research/the-parent-inclusion-manual/

Conflict resolution

Many opportunities exist for positive, constructive resolution of conflict between members of the BCI community through peer mediation or through consultation with teachers, guidance counsellors, the Vice-Principal or the Principal. If the Code of Conduct is not followed, realistic progressive consequences will follow. Consequences may include contact with parent/guardians, detentions, behaviour contract and/or interviews with the administration. More serious or repeated violations carry penalties as outlined in the TDSB chart of consequences.

www2.tdsb.on.ca/ppf/uploads/files/live/98/1714.pdf

Equity and Inclusive Education

Special Education

www.tdsb.on.ca/High-School/Special-Education

IPRC (Identification Placement and Review Committee)

What is an IPRC? Sometimes, the school team will recommend that the school hold an Identification Placement and Review Committee (IPRC) – which is a meeting to officially identify a student's special needs (often called "exceptionalities"). An IPRC may be requested either by the parents or by the school. Once the parents have made a request in writing, an IPRC must be held. The school must inform the parents of the IPRC, and it is very important for the parents to attend. The IPRC will officially decide:

- if a student has special learning needs;
- what kind of learning needs the student has; and
- the best placement and program for the student. (P4E info Sheet).

How is an IPRC meeting requested? The Principal of your child's school either:

- May, with written notice to you, refer your child to an IPRC when the Principal and the child's teacher or teachers believe that your child may benefit from a special education program – or –
- Must request an IPRC meeting for your child, upon receiving your written request.

Within 15 days of receiving your request, or of giving you notice, the Principal must provide you with a copy of the below-referenced guide and a written statement of approximately when the IPRC will take place.

www.tdsb.on.ca/Portals/0/EarlyYears/SpecialEducation/SEPRC.pdf

Disabilities

www.tdsb.on.ca/High-School/Special-Education

www.tdsb.on.ca/Portals/0/EarlyYears/SpecialEducation/SEPRC.pdf

Caring and Safe Schools

www.tdsb.on.ca/High-School/Caring-Safe-Schools/Caring-and-Safe-School-Committee

Health and Safety Policies

BCI is committed to providing a safe, secure and nurturing learning environment for all students.

Students and staff at BCI can assert control of their school through observation, vigilance, and the timely reporting of events and activities that compromise school safety. Keeping it safe is a shared responsibility.

www2.tdsb.on.ca/ppf/uploads/files/live/97/220.pdf

If you have a safety concern, tell a staff member; speak to your Guidance Counsellor, Vice-Principal, or School-Based Safety Monitor.

The TDSB Student Safety Line (416-395-SAFE (7233) and www.tdsb.on.ca/safetyline) is another resource and means of support.

Alternatively, call CRIME STOPPERS at (416) 222-TIPS (8477) if you see any illegal activity. Reporting to Crime Stoppers is anonymous.

Injuries/Accidents on Premises

The TDSB does not provide accident insurance coverage for student injuries that occur on school premises or during school sponsored activities. As a parent or guardian, you are responsible for such expenses, which may result in financial hardship. Insurance, however, can be purchased. Details are available on the Important Documents page of the BCI website.

www.tdsb.on.ca/Elementary-School/Supporting-You/Accidents-Playing-it-Safe/Student-Accident-Insurance

Mental Health

Focusing on child and adolescent mental health and wellness promotion, literacy and education has countless documented benefits. “Early signs of mental disorders

frequently appear in adolescence yet they are often undiagnosed and go untreated. Young people with mental health disorders are at great risk for dropping out of school, ending up in jail and of not being fully functional members of society in adulthood.”

Warning Signs of Mental Health Problems Can include:

- anxiety or fear that does not go away
- frequent crying and weepiness
- loss of interest in activities that were a source of pleasure in the past, like team sports or school activities
- difficulty concentrating
- lack of energy or motivation
- problems at school with falling marks
- withdrawal from family, friends, and school activities
- increased school absences
- loss or increase in appetite
- sleeping too much or too little
- increased irritability, anger, or aggression
- neglect of personal appearance
- frequent stomach aches or headaches
- increased alcohol or drug use

For more information, see: [Mental Health Strategy - Overview](#)

Building and Premises Access

Building Access and Visitor Sign-in

The following persons are permitted access any day or time:

- student enrolled in the school
- parent or guardian of a student
- person employed or retained by the TDSB
- person on premises for lawful purpose

These rights to access **do not** entitle the person to have access to all areas of the school. Students are **NOT** to invite non-BCI students to visit them on school property during the school day. Any visitor to the school must be pre-arranged through the Office. All visitors to BCI should **immediately** report to the MAIN OFFICE upon entering the building.

Students are expected to identify themselves by name when asked to do so by a staff member and show student ID if asked.

Lunch

BCI does not have cafeteria food for sale but there is a large indoor eating area. Our school has a Litter-less Lunch Program. **Please send your child’s food and beverages in reusable**, (e.g., thermos) **or recyclable containers** (e.g., plastic and/or

aluminum bottles) **wherever possible. Students will be asked to take all garbage items home with them.** There are a limited number of microwaves available for students.

If you wish to apply to the lunch or break-fast program, please contact the Office.

Lost & Found

BCI maintains a Lost & Found box located in the Main Office. Please check the Lost and Found regularly for any lost items.

Parent Involvement

Participation and BCI Parent Council

Do you want to be involved in your child's education? Do you want to be kept up to date with the latest information? BCI Parent Council guides and assists the Principal in the setting of policies and in making decisions concerning the school. It is comprised of parent, staff, student, and community representatives. It provides a forum for parents to share ideas, opportunities to volunteer and serves as a consultative body. This committee meets regularly and is your voice at BCI dedicated to the enhancement and wellbeing of our youth.

BCI Parent Council also hosts events that help you support your child.

We encourage you to join BCI Parent Council.

If you would like to stay informed on BCI Parent Council events, please sign up for emails at bci.sch.council@gmail.com and for tweets at [@BCIparents](https://twitter.com/BCIparents). For events at Bloor Collegiate, you can sign up for tweets at [@bloorci](https://twitter.com/bloorci). You can find agendas and minutes of past meetings, and an electronic copy of this Handbook at: schoolweb.tdsb.on.ca/bloorci/Parent-Community-School-Council

BCI's website, schoolweb.tdsb.on.ca/bloorci/ is updated regularly and provides a wealth of information. As parents, we want the best possible educational experience for our children. Our encouragement and involvement can have a powerful effect on our child's attitude and achievement in school. It is our hope that you will find this handbook, conceived and produced by the Parent Council, to be a valuable resource. Please take the time to familiarize yourself with its contents. We wish you and your child a successful and rewarding school year!

As mandated by the Ontario Ministry of Education, the advisory role of **school councils** is to make **recommendations on any matter** to the administration and the school board. Together, with school administration, staff and community members, the BCI Parent Council is a welcoming forum that strives to improve student achievement and school performance.

Additional Information on School Councils

www.tdsb.on.ca/Community/How-to-Get-Involved/School-Councils
www2.tdsb.on.ca/ppf/uploads/files/live/97/188.pdf

Other Relevant Education Websites

www.tdsb.on.ca/Community/How-to-Get-Involved/Ward-Councils
www.tdsb.on.ca/Ward9/
www.tdsb.on.ca/
www.tdsb.on.ca/Find-your/Schools/BloorCI
schoolweb.tdsb.on.ca/bloorci/
www.torontopiac.com

TDSB Course Selection and Planning Guide (updated annually)

www.tdsb.on.ca/High-School/Guidance/Choices
www.tdsb.on.ca/High-School/Going-to-High-School/Beyond-8

Homework help for parents:

www.edu.gov.on.ca/elearning/homework.html

Who does what in education:

www.edu.gov.on.ca/eng/document/brochure/whosresp.html

Special Education:

www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

EQAO

www.eqao.com/en/assessments/grade-9-math/parents/Pages/parents.aspx
www.eqao.com/en/assessments/OSSLT/parents/Pages/parents.aspx

What Your Child Needs to Graduate

www.edu.gov.on.ca/extra/eng/ppm/graduate.pdf

Cooperative Education and Learning beyond the Classroom

www.edu.gov.on.ca/morestudentsuccess/coopFact.pdf
www.edu.gov.on.ca/eng/general/elemsec/job/passport/SchoolWorkChart.pdf

Specialist High Skills Majors (SHSM)

www.edu.gov.on.ca/morestudentsuccess/shsm_fact_sheet.pdf

This document contains important information. Please take it to someone who can read English or to your School Office so that they can arrange for an interpreter or translation.

- Albanian Ky dokument permban nje informacion te rendesishem. Ju lutemi, jepjani ate dikujt qe mund te lexoje Anglisht ose çojeni ate ne Sekretarine e Shkolles tuaj me qellim qe te mund te gjejne nje perkthyes per t'ua perkthyer ate juve.
- Amharic ይህ ሰነድ ጠቃሚ መረጃ ያዘክል፤ ወደ ሚያኅብ ሰው ወይም ት/ቤት ቢሮ ወስደህ አስተርጓሚ አንዲዘጋጅልህ አድርግ
- Bengali এই ডকুমেন্টে গুরুত্বপূর্ণ কিছু তথ্য আছে। দয়া করে এমন একজনের কাছে এটি নিয়ে যান যিনি ইংরেজি পড়তে পারেন, অথবা আপনার স্কুল অফিসে যান যেন তাঁরা একজন দোভাষী বা অনুবাদকের ব্যবস্থা করতে পারেন।
- Chinese (simplified) 此文件含有重要资讯。请找一能阅读英文的人替你翻译或将文件带到你的学校办事处以便他们能替你安排一口译员或翻译员。
- Chinese (traditional) 此文件含有重要資訊。請找一能閱讀英文的人替你翻譯或將文件帶到你的學校辦事處以便他們能替你安排一口譯員或翻譯員。
- Czech Tento doklad obsahuje důležité informace. Ukažte, ho prosím někomu, kdo umí číst anglicky, anebo do Vaší školní kanceláře, aby tam mohli zařídit tlumočení nebo překlad.
- Dari آشنا به زبان انگلیسی بخواهید که اطلاعات را برای شما بخواند یا از دفتر مدرسه درخواست نمایید که با یک مترجم قرار بگذارند.
- Greek Το παρόν έγγραφο περιέχει σημαντικές πληροφορίες. Δώστε το σε κάποιον που διαβάζει και κατανοεί αγγλικά ή αποταθείτε στο γραφείο Διεύθυνσης του Σχολείου σας, το οποίο θα φροντίσει να σάς προσφέρει υπηρεσίες διερμηνείας ή μετάφρασης.
- Korean 이 문서에는 중요한 정보가 들어 있습니다. 영어를 읽을 수 있는 사람에게 도움을 청하거나, 학교 사무실에 가져가서 통역사나 번역사를 주선해달라고 하십시오.
- Pashto دا سند مهم معلومات لری. لطفاً هغه چا ته یې ورښکاره کړی چې په انګلیسي پوهیږی او یا یې د ښوونځی (مکتب) دفتر ته یوسی چې ترجمان در پیدا کړی او یا یې در ته ترجمه کړی .
- Portuguese Este documento contém informações importantes. Leve-o para alguém que fale inglês ou para a diretoria da sua escola para que eles possam lhe encaminhar a um intérprete ou tradutor.

Punjabi	ਇਸ ਦਸਤਾਵੇਜ਼ ਵਿੱਚ ਜ਼ਰੂਰੀ ਜਾਣਕਾਰੀ ਹੈ। ਕ੍ਰਿਪਾ ਕਰਕੇ ਇਸ ਨੂੰ ਕਿਸੇ ਇਹੋ ਜਿਹੇ ਵਿਅਕਤੀ ਕੋਲ ਲੈ ਜਾਓ ਜਿਹੜਾ ਅੰਗ੍ਰੇਜ਼ੀ ਪੜ ਸੱਕਦਾ ਹੋਵੇ ਜਾਂ ਆਪਣੇ ਸਕੂਲ ਦੇ ਦਫ਼ਤਰ ਵਿੱਚ ਲੈ ਜਾਓ ਤਾਂ ਜੋ ਉਹ ਕਿਸੇ ਦੁਭਾਸ਼ਿਏ ਜਾਂ ਅਨੁਵਾਦਕ ਦਾ ਇੰਤਜ਼ਾਮ ਕਰ ਸੱਕਣ।
Russian	Данный документ содержит важную информацию. Пожалуйста, покажите его кому-либо, кто читает по-английски, или зайдите в секретариат школы, чтобы Вам обеспечили помощь переводчика.
Serbian	Ovaj dokument sadrži važne informacije. Molimo da ga odnesete nekoje ko zna čitati engleski da vam ga pročita, ili ga odnesite u školski uređ i oni će vam obezbediti prevodioca ili dati da se tekst prevede.
Somali	Warqaddan waxaa ku jira xogwarran muhim ah. Fadlan u geysa ruux luqadda Ingiriisiga yaqaano oo kuu akhriyo ama Xafiiska Iskuulka la socodsii si uu kuugu diyaariyo ruux kuu fasiro xogwarranka warqaddan.
Spanish	Este documento contiene información importante. Por favor lléveselo a alguien que pueda leer inglés o a la oficina de su escuela de manera que ellos puedan hacer los arreglos necesarios para proveerle los servicios de un interprete o de un traductor.
Tagalog	Ang dokumentong ito ay naglalaman ng mahalagang impormasyon. Mangyaring dalhin ito sa isang tao na nakapagbabasa ng Ingles o sa Opisina ng iyong eskwelahan upang makakuha ng isang interpreter o translator.
Tamil	இந்தப் பத்திரம் முக்கியமான தகவலைக் கொண்டுள்ளது. தயவுசெய்து இதனை ஆங்கிலம் வாசிக்கத் தெரிந்த ஒருவரிடம் அல்லது ஒரு மொழிபெயர்ப்பாளரை ஒழுங்கு செய்வதற்கு உதவியாக உங்கள் பாடசாலை அலுவலகத்திற்கு எடுத்துச் செல்லுங்கள்.
Tibetan	ཡིག་ཆ་འདི་ནང་གནས་ཚུལ་གལ་གནད་ཅན་ཡོད་པས་དབྱིན་སྐད་ཤེས་མཁན་ཞིག་ལ་སློན་ཀྱང་རུང་ཡང་ན་སློབ་ གྲོ་ལས་ཁུངས་ལ་སློན་ན་དེ་ནས་སྐད་བསྐྱར་སྒྲིག་གཞི་གནང་གིས་རེད།
Turkish	Bu belge önemli bilgiler içermektedir. Lütfen bu belgeyi İngilizce okuyabilen birisine gösteriniz veya okulunuzdaki idari ofise götürünüz. Sizin için bir çevirmen veya bu belgenin yazılı Türkçe çevirisi sağlanabilir.
Vietnamese	Tài liệu này có các thông tin quan trọng. Hãy mang tài liệu này đến cho một người nào biết đọc tiếng Anh hay đến Văn Phòng Nhà Trường để họ có thể sắp xếp một thông dịch viên hay phiên dịch viên.