

RIVERDALE C.I.

STUDENT HANDBOOK

2019 -2020

Riverdale Collegiate Institute
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Toronto, Ontario M4M 2A1
Telephone: 416-393-9820
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Website: <http://schoolweb.tdsb.on.ca/riverdale>

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat. We also recognise the enduring presence of all First Nations, Métis and Inuit peoples.

You can view a map showing all of the treaties in Ontario at the following website:
<https://www.ontario.ca/aboriginal/treaties>

This agenda belongs to:

Name: _____

Student Number: _____ **Home Form** _____

If found, please return to the school office.

Principal **Kenn Harvey**
Vice Principals **Tania Camuti, Angel Lau**

RIVERDALE C.I.
STUDENT HANDBOOK
2019 -2020

The Riverdale School Song
(Tune: "Anchors Aweigh")

There is no better school than Riverdale
We always will be true to Riverdale
So yell, yell, yell, yell!

As we go down the field, our foes will flee;
For Riverdale is ever going onward to a victory.

River, river, river, Dale, dale, dale,
Live for River, live for River,
Live for Riverdale.

Unum e pluribus, erin go bragh
Riverdale, Riverdale
Rah, rah, rah.
Yeah, Riverdale
Fight, fight, fight!

**THE DAILY SCHEDULES HAS BEEN SENT AS A SEPARATE
ATTACHMENT AND SHOULD GO ON THIS PAGE.**

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Clubs, Sports and Student Organizations

The following is a list of clubs, sports and activities, which have operated at Riverdale in the past:

African Canadian Student Association	Lacrosse - Boys
After-School Math Program	Lion Dance Club and Martial Arts Club
Amplified Christian Fellowship	Mass Debate Club
Anime Club	Math Contests: Gr. 9, 10, 11 & 12
Archery	Men's Chorus
Art Club	Mystery Club
Badminton – Girls, Boys, Mixed	Music Tri-Council
Bakka Manga Drawing Club	Orchestra
Band – Sr., Int., Jr., Jazz	OSU! Club
Band Executive	Peer Buddies
Baseball - Boys	Peer Tutoring
Basketball	Plan for Change/Plan Youth Club
Because I'm A Girl Club	Prom Committee
Biology and Physics Contests	Riverdale Athletic Association (RAA)
Boys To Men	Rap Club
Ball Hockey - Boys	Riverdale Against Discrimination (R.A.D.)
Breakdancing Club	Riverdale Environment Action League (R.E.A.L.)
Breakfast Club	Riverdale League Community
Ceramics Club	Riverdale Muslim Students' Association
Chamber Choir	Riverdale Readers
Chemistry Contests	Riverdale <i>Spectator</i> (Newspaper)
Chess Club	RPG/Fantasy Club
Chinese Club	Robotics Team
Chinese Dance Club	Rugby, Rugby Sevens
Computer Club	School Reach
Choral Ensemble	School Play
Cross Country Running	Science Club
Curling	Smash Bros. Club
Dance Club	Soccer - Boys
DECA Business Club	Soccer - Girls
Debate Team	Softball – Girls
Doctor Who Club	Spanish Club
Drama Club	Speed Stacking Club
Engineering Club	Stage Crew
Field Hockey – Girls	Strings Executive
Field Lacrosse	Student Council
Film Club	Students Against Sexual Stereotypes and Discrimination (S.A.S.S.D.)
French Club	Strings Orchestra: Jr., Int., Sr.
Free the Children	S.W.A.T. Team (Students Who Advance Technology)
Get To Class Music Committee	Swim Team - Girls, Boys
GirlsSpace	Table Tennis
Golf	Tennis – Boys, Girls
Healthy Cooking and Eating Club	Track and Field
Healthy Heart Society	Traditional Games Club
History Contest	Ultimate Frisbee Club
Homework Club	Vocal Executive
Ice Hockey	Volleyball – Boys, Girls, Co-ed, Novice
Intergenerational Club	White Pine Readers
Jazz Club	Wind Ensemble
Library Crew	Women's Chorus

<u>Curriculum Area Offices</u>	<u>ACL</u>	<u>Room #</u>
Business Studies/Computer Science	L. Nastovski	310W
English - Curriculum	K. Matheson	318W
English – Literacy/Cross-Curricular	L. Farrell	318W
Canadian & World Studies, Social Sciences	L. Linde	306W
Guidance - Student Success - Leadership	D. Robb	214W
Library/Digital Learning	J. Waters	231W
Mathematics - Curriculum	B. Hasekiu	316W
Mathematics – Numeracy	M. Wieringa	316W
French and International Languages	G. Chin	331W
Music/Dramatic Arts	C. Rayman	218
Physical & Health Education		
Co-Curricular	M. Li	128W
Curriculum	L. Shearer	128W
Science - Resources/Robotics/Safety	C. Likins	110W
Science – Curriculum/Environmental	K. Stelling	110W
Special Education	C. Chang	210
Visual Arts	R. Rogers	330W

GENERAL INFORMATION FOR STUDENTS AND PARENTS 2019 – 2020

The following information is provided in order that students and parents may make appropriate plans for the school year. Parents/Guardians are encouraged to read over this material with their child and contact the school if they have any concerns.

SCHOOL HOURS

The school office is open 8:00 a.m. to 4:00 p.m. from Monday to Friday. Students not involved in an organized activity with direct staff supervision are requested to leave the school by 4:00 p.m. On occasion the school will be dismissed early for special reasons. On these days students are asked to immediately clear the building.

PARKING

Because of limited space there is no student parking on school property.

SCHOOL ACTIVITY FEE

The Student Activity Fees are \$25.00 for the Yearbook and \$30.00 to support extra-curriculars or can be combined for a single fee of \$55.00. Students with financial difficulties or their parents/guardians are asked to speak to a Vice Principal.

ACTIVITY FEE BENEFITS

Students who have paid the activity fee can participate in many school activities such as:

- i. receive the school yearbook: The Reveille, (\$25)
- ii. join clubs,
- iii. join sports teams (Note: If a student has not paid the activity fee the student is not eligible for any inter school, or intramural competition.),
- iv. use equipment (e.g., table tennis tables, borrow athletic equipment, musical instruments, electronics/laptops etc.), use the weight and exercise room in the morning, before school, at lunch, and after school.

LOCKERS, LOCKS

Each student will be assigned a locker for the year. Books and clothes, when not in use, should be left in the locker and the locker kept secure at all times.

Valuables and money should not be kept in lockers. Students may purchase locks from the school in September – cost \$5.00. Only standard Dudley locks can be placed on lockers. Neither the school nor the TDSB accept responsibility for non-essential items. Students should be aware that lockers remain the property of the TDSB and are subject to search at the discretion of the school administration.

HOMEWORK POLICY

Rationale

Homework is an integral part of the curriculum at Riverdale Collegiate and our Homework Policy is based on the TDSB Homework Policy (P.036). It is seen as an extension of the school day and is regularly assigned in every subject. By completing assignments regularly, students are helped to develop good work and study habits.

Purpose

The purpose of homework is to ensure high quality student learning and achievement and, nurture a desire for students to keep learning. There are four types of commonly assigned homework, each having a different intended outcome as shown below.

Type	Definition	Intended Outcome	Application
Completion	Any work assigned during the school day not completed in class	Helps students keep up to date with the classroom program	The classroom program should be differentiated if a student has completion homework on a regular basis.
Practice	Any work that reviews and reinforces skills and concepts taught in class	Helps students practice newly acquired skills to develop fluency	Practice homework requires students to already be able to independently perform the skills required.
Preparation	Any work that prepares students for upcoming lessons or classes	Encourages students to acquire background information or bring their prior knowledge and experiences to the upcoming units of study	
Extension	Any work that explores and refines learning in new contexts or integrates and expands on classroom learning	Encourages students to problem solve, think creatively and think critically	Extension homework allows students to deepen understanding and relate learning to the real world.

HOMEWORK POLICY (Continued)

Holidays and Prolonged Absences

In accordance with TDSB Homework Policy (P.036) no homework shall be assigned on scheduled holidays as outlined in the school year calendar or on days of significance.

Teachers shall not be expected to provide detailed classroom work and homework assignments for students who are away for extended periods of time as a result of family- or parent-initiated absences. Student exchanges arranged through third parties (CEEF, ISE) are considered parent initiated. For absences due to extended illness, parents may contact the Vice Principal to discuss available options.

Moratorium and Review Days

In accordance with the TDSB Policy P.063, there will be a moratorium period of four (4) days prior to our final exam days. There will be minimum disruption to our regular timetable and major assignments/activities are not allowed during this review period.

The moratorium will allow students to review the year's work to be prepared for their final exams. Daily attendance is required. Teachers may accept late assignments during the moratorium period that allow students to improve their 70% term grade.

ASSESSMENT, EVALUATION AND REPORTING POLICY

"How did I get that mark?"

The assessment of student progress, the evaluation of student achievement, and the percentage grade on the report card are based on:

- Ministry of Education curriculum expectations
- The Ministry of Education *Growing Success* document
- TDSB Policies and Procedures

Growing Success, curriculum expectations and the achievement chart are found in the Ministry guidelines for each subject (www.edu.gov.on.ca) and are consistent throughout the province.

ASSESSMENT, EVALUATION AND REPORTING POLICY
(Continued)

The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Assessment

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

The Purposes of Assessment the Nature of Assessment for Different Purposes and the Uses of Assessment Information (<i>Growing Success P.31</i>)		
Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment for learning “Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” (Assessment Reform Group, 2002, p. 2)</p>	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> • occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences. 	<p>The information gathered:</p> <ul style="list-style-type: none"> • is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.
	<p>Formative assessment:</p> <ul style="list-style-type: none"> • occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills. 	<p>The information gathered:</p> <ul style="list-style-type: none"> • is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.
<p>Assessment as learning “Assessment as learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p. 42)</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> • occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher. 	<p>The information gathered:</p> <ul style="list-style-type: none"> • is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.

The Purposes of Assessment the Nature of Assessment for Different Purposes and the Uses of Assessment Information (<i>Growing Success P.31</i>)		
Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment of learning “Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.” (Western and Northern Canadian Protocol, p. 55)</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> • occurs at or near the end of a period of learning, and may be used to inform further instruction. 	<p>The information gathered:</p> <ul style="list-style-type: none"> • is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.

Evaluation

For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students’ achievement of the overall expectations*. A student’s achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

ASSESSMENT, EVALUATION AND REPORTING POLICY

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a presentation, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

A credit is granted and recorded for every course in which the student's final percentage mark is fifty per cent or higher.

Evaluation of Late and Missed Assignments

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include: (ABRIDGED LIST)

- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;

ASSESSMENT, EVALUATION AND REPORTING POLICY
(Continued)

- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- referring the student to the Student Success team or teacher;
- setting up a student contract;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- deducting marks for late assignments, up to and including the full value of the assignment.

Missed End-of-Course Evaluations – 30% of the Final Grade

- All students must take part in the culminating course evaluations. **Leaving early for a family vacation, wedding, camp or summer job will not be considered a legitimate excuse for missing these evaluations.** When making plans which impact on students, families should consult the school calendar and are encouraged to contact a Vice Principal for advice.
- Should a student be too sick to complete an end of course evaluation, the student must provide documentation of the illness or receive a ZERO. This documentation must be completed and signed by a physician, specifying the dates of illness and verifying that the student was too ill to participate in the evaluation for a specified medical reason. The form must be submitted to the office within one school day of the missed evaluation or on the first day of returning back to school.
- In bereavement situations or in situations where a student has been invited to compete in a Provincial, National or International competition, the student or a family member must contact the Vice Principal as soon as possible. Documentation will be required in order to excuse the student from an exam or culminating activity in these situations. If appropriate documentation is not provided, the student shall be issued a ZERO for the missed culminating activity or exam. (Continued)

ASSESSMENT, EVALUATION AND REPORTING POLICY

(Continued)

- When the documentation is submitted, the Vice Principal will arrange for the student to complete the end-of-course evaluation at the earliest opportunity, if circumstances permit. If the culminating activity is an exam, a make-up exam may not be made available due to time restrictions. In such a situation the 70% term mark will be used as the final mark.

Academic Honesty

Cheating – Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating would be defined as the deviation from the behaviour expected in an evaluation situation. Examples include but are not limited to:

- Copying another student's work
- Using another student's work on a test, lab or any other evaluation;
- Bringing unauthorized notes or notations into an evaluation;
- Asking for or giving someone an answer during an evaluation;
- Unauthorized use of electronic media to obtain answers during an evaluation; and
- Presenting assignments, labs, essays, etc. that have been completed by someone else as one's own.

Plagiarism – Plagiarism is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success* 2010 p.151)

It can take many forms, including the following:

- Submitting an essay/assignment written by someone else, e.g., buying an essay online, downloading an essay from a website, having someone else complete one's assignment, or copying or using work including homework done by another student;
- Piecing together material from one or several sources and adding only linking sentences;
- Quoting or paraphrasing material without citing the source of that material, including, but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form;
- 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.

Teachers will provide further information on specific types of plagiarism and teachers and the librarians are available to help students with proper citation. Consequences for plagiarism could include, notification of a Vice Principal, notification of parents, possible suspension and a mark of zero if deemed appropriate.

Group Work

Students who are assigned a group task will **not** receive a “group mark” for the product. Students will receive marks which represent their different contributions of the knowledge and skills represented in the product, and which are aligned with the curriculum expectations of the course.

Individual effort in creating the product and contributions to the group will be reflected on the learning skills side of the Report Card, unless the ability to work in a group is part of the subject curriculum expectations.

Learning Skills

Student achievement in Learning Skills and Work Habits (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation) is included on the Provincial Report Card, Grade 9-12 in addition to the course grade for achievement of curriculum expectations.

Course Loads

The following table shows the number of subjects which Riverdale students are expected to take from year to year.

GRADE	NUMBER OF SUBJECTS	TOTAL NUMBER OF CREDITS
Grade 9/Year 1	8	8
Grade 10/Year 2	8	16
Grade 11/Year 3	8*	24
Grade 12/Year 4	7*	31
Year 5 optional		

* May be reduced by one on the approval of parents/guardians, or the student if he/she is 18 years or older.

Spare Periods

Senior students who have a spare are expected to use the library for quiet study or to go to the cafeteria or atrium. Students on spare are required to carry a copy of their timetable and present it to staff when requested in order to verify their spare. Students using the atrium are expected to be mindful of noise levels and not play music.

DROPPING COURSES

School Policy

When dropping a subject a student must get an official form from the guidance office, and if the student is under the age of 18 must have the form signed in the appropriate place by the parent/guardian and the subject teacher. Students 18 or older may sign the consent form on their own. Any texts or materials belonging to the school must be returned to the subject teacher before the form is signed.

Full Disclosure Day

Students taking courses at the grade 11 and 12 level have up to five school days following the April report card to decide to drop a course without having the attempt appear on their Ontario Student Transcript (OST). This year the Full Disclosure date is Friday, April 17th, 2020. For our semestered Math courses, the Full Disclosure Date is Wednesday, November 27th, 2019. The course and mark will appear on the report card if the course is not dropped before the report, but will not be carried over to the OST. Courses dropped after April 17th, 2020 will be entered on the OST with a “W” in the credit column, indicating “withdrawn without credit earned”. The mark that the student was earning at the time of drop – passing or failing – will also appear on the OST.

Learning in Different Ways: TDSB Continuing Education and e-Learning

TDSB Night School

The TDSB runs a semestered night school program in various locations and offers a variety of, mainly senior, courses. Students are not eligible to take a night school course if the same course can be timetabled at Riverdale. However, students in a graduating position and students who have extenuating circumstances may enroll in night school courses with the Principal’s permission. Registration for night school is done online through www.creditprograms.ca and requires approval by a Guidance Counsellor.

TDSB Summer School

Summer School occurs in July at various locations in the TDSB. Summer school courses are available to all students either as Remedial or Full credits. The remedial credits are only offered for compulsory courses where a student has earned between 35-49% and are a half day. Full credits are offered in a variety of courses and are all day. Registration for summer school occurs from May to June through www.creditprograms.ca and requires approval by a Guidance Counsellor.

TDSB e-Learning

TDSB e-Learning provides students with the opportunity to take credit courses through an online format taught by a TDSB teacher. E-Learning offers a Day School program which is available in two semesters during the regular school year as well as a Summer e-Learning program which is available in July and August. Riverdale students are eligible to take e-Learning courses of their choice but should speak with their Guidance Counsellor before registering. Registration for e-Learning occurs through <http://schoolweb.tdsb.on.ca/elearning> at various times through the year and availability is restricted by class sizes.

RIVERDALE COLLEGIATE CODE OF BEHAVIOUR

Respect @ Riverdale

Riverdale Collegiate is a community of students, staff, parents/guardians, area residents and merchants. Within this community, we respect every member of our school community and do not display any discriminatory practice or behaviour that offends or marginalizes people on the basis of their: ancestry, body type, citizenship, disability, ethnic origin, family status, gender, marital status, place of origin, race, religion, sexual orientation, same sex partnership or socio-economic status. We also treat our school building with respect and demonstrate respect for school property and the property of others.

Riverdale is a school with a full range of extra-curricular activities. In order to maintain this high standard and to prepare students to be responsible, capable and caring citizens with a lifelong curiosity and the desire for excellence, the best possible learning environment for all students must be assured. Our goal is to create a supportive and cooperative atmosphere of mutual respect.

This code applies to all students, staff and visitors. Below is a summary.

Attendance

Regular attendance in all classes assures continuity of learning, and improves each student's chance of success. The increased emphasis in the past few years on continuous assessment of students, based on class participation and frequent evaluations, makes this regular attendance pattern all the more important.

Families are to notify the school if their child is going to be absent and to bring a note upon their return explaining the reason for the absence, signed by a parent or guardian. An attendance tracking system will phone home daily to inform parents/guardians and students of morning and afternoon absences and lates. Persistent absences could mean a loss of the credit or a request for a student to withdraw from the course.

Punctuality

Punctuality shows consideration for other people and is expected not only in school, but also in the workplace. When a student arrives late for class, they disrupt the learning of others and negatively affect the classroom environment. Frequent lateness may result in consultation with parents/guardians, morning sign-ins, detentions, essays, suspensions, special assemblies. Students who are late for school or after lunch must sign-in with an administrator or at the Attendance Office.

Signing In and Out

It is the school's obligation to keep accurate attendance records and to monitor every student's daily attendance. Students who leave early and miss classes **must sign out** at the Attendance Office. If a student does not have a note from parents or guardians excusing him/her, the office staff will telephone home to request permission to excuse the student. If parents/guardians are unavailable during school hours, arrangements **must** be made with a **relative who is listed on the school contact list and able to excuse the student**, if the student is under 18 years of age.

When a student arrives at school late, it is essential that the student sign in with the Attendance Office before going to class. Students who arrive at lunch for their afternoon classes **must sign in** when they arrive at school. Students who leave at lunch to attend appointments, are ill, etc. must sign out prior to leaving the school. Failing to follow the above procedure may result in disciplinary action (i.e. detentions, contact with parent/guardian, suspensions, etc.).

Work Habits

In order to be academically successful, students are expected to come to their classes prepared with books and equipment, pay attention to instruction, work co-operatively in groups, attempt to complete homework assignments and projects and to prepare for tests and examinations. Students are expected to take responsibility for missed work and ask for help when it is needed. A positive attitude and a willingness to contribute in the classroom will assist students in achieving success.

Dress Code

The TDSB has adopted a new Student Dress Policy that applies to all schools across the Board, effective September 2019. The Student Dress Policy, formerly the Appropriate Dress Policy, has been revised and approved by the Board. The policy will apply to all TDSB schools to establish fair and equitable standards and practices for student dress across the Board.

The new policy was developed to provide students with learning environments that are safe, equitable, welcoming and inclusive and recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and economic factors and are personal and important factors to a person's well-being and health.

In accordance with TDSB Policy P042 Inappropriate Dress at **Riverdale CI** includes:

- (a) language and/or any representations on attire that indicates gang affiliation;
- (b) attire that depicts violence, profanity, racial or gender discrimination or discrimination of any kind whatsoever;
- (c) attire that otherwise demeans an identifiable individual or group.

RIVERDALE COLLEGIATE CODE OF BEHAVIOUR (Continued)

Cleanliness/Recycling

Students must reuse, reduce and recycle bottles, cans and paper products. Students are also expected to clean up after themselves in the cafeteria, atrium and throughout the school building and grounds. **Food or drink (with the exception of water) are not permitted in class.**

Washroom Breaks

Students will only be excused from class **one at a time** to go to the washroom or to take a drink of water at the discretion of the teacher (i.e., end of the lesson, etc.). Students **must** use the closest washroom to their class and **must** return directly to class after doing so and not loiter in the halls. Students shall **not** leave the building during washroom breaks. Abuse of this privilege can result in consequences. Teachers are expected to keep a record of student excusals.

Assembly Protocol

Students will be accompanied by their classroom teachers and will sit in their assigned seating. No food, drink or non-religious headgear is allowed in the auditorium. Bags and coats are to be left behind in the locked classroom. No student activity should be planned without a staff sponsor and presentations should not be changed from the rehearsal without the approval of the staff sponsor and Vice Principal responsible for assemblies.

General Department

An environment conducive to learning and personal development is the right of everyone at Riverdale. Aggressive, abusive and violent behaviour will **not** be tolerated. The use of profanity, racist or sexist language or actions is not acceptable. **Alcohol, cigarettes, recreational drugs and weapons (including replicas and laser pointers)** are **not** permitted on school property, at school-related activities or field trips. Parents/Guardians will be contacted when any student is involved in such behaviours or activities. In these circumstances students will be subject to serious consequences, suspension or expulsion. **Students who are aware of the existence of weapons or drugs on school property or at school events or field trips must report this information to a teacher or administrator immediately.** The Toronto District School Board's list of serious incidents which require mandatory police involvement is summarized in the TDSB section of the agenda.

Spectator Admission Requirements to School Athletic Events

Regular Season and Exhibition Games:

- Only students from the "host" or "home" school are permitted to attend
- A Student Identification Card is mandatory for entry as a spectator into the competition venue.
- Parents/Guardians and third party adults (scouts, press, other coaches) must report to the office of the host school upon arrival and obtain a TDSB Event Pass from the school administration.

Playoff Games:

- Only students from the competing schools are permitted to attend with teacher supervision.
- A Student Identification Card is mandatory for entry.
- Parents/Guardians and third party adults (scouts, press, other coaches) must report to the office of the host school upon arrival and obtain a TDSB Event Pass from the school administration.

Personal Property – Personal Electronic Devices

Consistent with TDSB policy, students may have access to their personal electronic devices (PEDs) while at school. However, the use of PEDs in the classroom is at the discretion of the classroom teacher. At Riverdale, regular practice is for students **not** to use PEDs in class without teacher permission. Parents/Guardians should **not** contact students on their PEDs during class time. In case of an emergency, students can be reached through the Attendance Office. The school is not responsible for replacing lost or stolen PEDs and it is recommended that electronic devices are not brought to school at all.

Use of video or photographic equipment on school property or at school events, without permission from teachers or the administration is strictly prohibited. The recording or photographing of staff and students without their permission is strictly prohibited. Such recordings or photographs may be confiscated and result in consequences.

If PEDs are used inappropriately at school, they can be confiscated by **any** RCI staff member until the end of the school day, when the student or a parent/guardian will be requested to pick them up. Students who repeatedly use PEDs inappropriately will have parents contacted and increased consequences, which may include keeping these devices at home, will be imposed.

RIVERDALE COLLEGIATE CODE OF BEHAVIOUR (Continued)

Respectful Use of Common Spaces (Atrium, Cafeteria, Courtyard)

Having a safe, clean and inviting place to gather and meet with friends is an important part of a school community and everyone is responsible for the respectful use of these areas. Students are reminded that they are expected to clean up their garbage and recycling, especially food waste. Common spaces are not appropriate for sports, throwing balls, playing hacky-sack, loud music or other disruptive activities. Furniture should not be moved from one area to another and groups of individuals should not block normal traffic patterns. Students who choose not to comply with these expectations may face consequences including restoring the space to an acceptable condition, temporary or permanent removal from the space and/or more formal discipline.

Respect for Property

Respect for property, both public and private, is an integral part of maintaining a safe and secure school environment. Thefts, graffiti and vandalism will not be tolerated. Consequences may involve police investigation, charges, suspensions and payment for damages.

Loan of Books, Uniforms and Equipment

Students are provided with textbooks and equipment free of charge and are encouraged to borrow library materials using their Student Identification card as I.D. They may also be issued sports uniforms and equipment, musical instruments, audio-visual equipment and/or electronics. Students are responsible for returning all items on time and in good condition. Failure to do so is likely to result in fines, replacement costs and the withholding of a student's yearbook. The average price of a textbook is \$80.00.

Skateboarding/Rollerblading

For the safety of students, motorists and pedestrians, as well as to prevent damage to the school, skateboarding and rollerblading are **not permitted** anywhere on school property. Skateboards must be stored in lockers during class time.

Gambling

Gambling and games of chance are not permitted anywhere on school property.

MLA Works Cited & APA Reference Lists

There are two main bibliographic conventions used at Riverdale:

- a *Works Cited* using the MLA format
(Modern Language Association)
- a *Reference List* using the APA format
(American Psychological Association)

Be sure to check with your teacher which format you should use for each assignment.

You must record and cite **all** sources that you use in your research. To research effectively, you need to read and review the work of others, critically analyze it, make notes for comprehension, and then you will arrive at your own understanding of the subject.

It is essential that you provide information about the sources you use in the preparation of your work. Proper documentation allows you and the reader:

- to verify the accuracy of your work
- to relocate and read works in their original context
- to avoid plagiarism

Both styles are further detailed in the *TDSB Research Success @ Your Library* booklet available from the library and on the library website at

<http://schoolwebsite.tdsb.on.ca/riverdale> (Subject Areas: *Library Learning Commons* > *Library Research Website* > *Research Toolkit* > *Student Research Guide*, password: tdsbresearch).

General formatting rules for both MLA & APA:

1. Arrange your final list in **alphabetical order** using the first letter of each entry: the last name of the first author, or the first letter of the title if no author is given (ignore *The, A, An* at the beginning of a title).
2. **Do not number your list.**
3. **Do not use headings** – “Books”, “Magazines” etc.
4. **Double space all citations** with a **hanging indent** to indent the second line 5 spaces. In *Word*: Home > Paragraph *arrow down* > Indentation > Hanging, and Spacing > Double. Continue typing each entry until the end of the line before pressing “enter” to start a new entry.
5. **The punctuation** should appear exactly as shown in the examples on the following pages. It differs between MLA and APA.

Unique aspects of an MLA citation:

1. Include up to 3 authors per work. Use the first and “et al.” if more than 3.
2. Article titles are in “quotation marks”.
3. Main titles are in *italics* (underlined if hand-written).
4. Capitalize each important word in all titles.
5. The medium of publication is indicated: Print, Web, DVD etc.
6. There is no comma between month and day in dates.
7. Website citations include *two* dates: the date of site creation or update (n.d. if no date given) and the date you accessed it (in front of the URL).
8. Web page URLs are optional but check with your teacher: most teachers will require them. URLs are in <pointy brackets> at the end of the citation.
9. Missing elements: If there is no author, begin the citation with the next element (title). If there is no date, no publishing information or no page numbers in a book, insert the following abbreviations: n.d., n. p., or n.pag.

MLA Embedded Citations:

Surname of author(s), (or brief title if no author), page numbers.
Include a shortened title if using more than one title by the same author.
No punctuation before the page number, nor abbreviation for “page”.
Exs: (Jones 12) (Smith, *Habits* 8) (Black et al. 163-166) (*The Lottery* 12)

BOOK – MLA

Ingpen, Robert, and Barbara Hayes. *Folk Tales & Fables of Europe*. New York: Chelsea House, 2014. Print.

BOOK – MORE THAN 3 AUTHORS - MLA

Plumb, Donald, et al. *Science 9*. Scarborough: Nelson, 2014. Print.

BOOK – NO AUTHOR - MLA

The Lottery. London: J. Watts, 1732. Print.

ARTICLE, ESSAY, OR PART OF A BOOK - MLA

Anderson, Doris. "Real Women in Fiction, Where Are You?" *The Role of Women in Canadian Literature*. Ed. Elizabeth McCullough. Toronto: MacMillan, 2013. 83-88. Print.

PRINT ENCYCLOPEDIAS - MLA (with and without author)

McCosker, John E. "Fish." *The World Book Encyclopedia*. 2012 ed. Print.

"Cairo." *Junior Worldmark Encyclopedia of World Cities*. 2012 ed. Print.

ARTICLES IN MAGAZINES AND NEWSPAPERS - MLA

Farran, Sandy, and Tony Keller. "What Can 70,000 Students Teach You?"

Maclean's 2 Apr. 2015: 29-37. Print.

Harvey, Ian. "The Great Furnace Debate." *Toronto Star* 20 Apr. 2015: J5. Print.

ONLINE ELECTRONIC SOURCES - MLA

Include the URL when your teacher requires it.

WEBSITES - MLA

Breiding, Dirk H. "Fashion in European Armor." *Heilbrunn Timeline of Art History*. The Metropolitan Museum of Art, 2014. Web. 15 May 2015.

<http://www.metmuseum.org/toah/hd/afas/hd_afas.htm>.

"Mark Rivard Skateboard Art." *YouTube*. 16 Apr. 2013. Web. 15 Oct. 2014.

<<http://www.youtube.com/watch?v=gT8Yk-VOZXM>>.

ONLINE ARTICLE DATABASE - MLA

Marano, Hara E. "Class Dismissed." *Psychology Today* June 2012: 94-101.

Canadian Reference Center. Web. 25 Apr. 2015. <<http://search.epnet.com>>.

ONLINE ENCYCLOPEDIA - MLA

Marsh, James H. "Red Crow." *The Canadian Encyclopedia*. Historica

Foundation of Canada, 2012. Web. 25 Apr. 2015. <<http://www.thecanadianencyclopedia.com>>.

CORPORATE AUTHOR OR GOVERNMENT REPORT - MLA

American Psychological Association, Task Force on Advertising and Children.

"Report of the APA Task Force on Advertising and Children". *American Psychological Association*. 2014. Web. 23 May 2015. <<http://www.apa.org/pubs/info/reports/advertising-children.aspx>>.

E-BOOK - MLA

Frost, Robert. *North of Boston*. 3rd ed. New York: Henry Holt and Co., 1915.

Google Books. Web. 24 April 2015.

Unique elements of an APA citation:

1. All author names are inverted: last name, comma, first initials.
2. Include up to 7 authors per citation. If more than 8, list the first 6, comma, then ellipsis ... then the last author.
3. The publication date is in parentheses right after the author's name. Use a comma between month and day. Write (n.d.) if no date available.
4. Article titles are *not* in quotation marks and are *not* in italics.
5. Main titles are in *italics* (books, periodicals, websites).
6. Only the *first* word, proper nouns and words after a colon are capitalized in article and book titles in the Reference List, but *all* main title words are capitalized when typed in the body of the text.
7. Periodical (magazine) titles are capitalized and *in italics*.
8. "&" replaces "and" between names.
9. Website citations include "Retrieved from" followed by the URL.
10. Online journal articles may include a DOI (digital object identifier) in lieu of a URL.

APA Embedded Citations:

Surname of author(s) (or brief title if no author), date. Include up to 5 authors per work on 1st mention, then only the first author with et al. for subsequent citations or if 6+ authors. Include page numbers for direct quotes; use p. or pp.

Exs: (Jones, 2010) (Smith, n.d., p. 8) (Black et al., 2012) (*The lottery*, 1732)

BOOK – APA

Ingpen, R., & Hayes, B. (2014). *Folk tales & fables of Europe*. New York, NY: Chelsea House.

BOOK – UP TO 7 AUTHORS - APA

Plumb, D., Ritter, B., James, E., & Hirsch, A.J. (2014). *Science 9*. Scarborough, ON: Nelson.

BOOK – NO AUTHOR - APA

The lottery. (1732). London, UK: J. Watts.

ARTICLE, ESSAY, OR PART OF A BOOK - APA

Anderson, D. (2013). Real women in fiction, where are you? In E. McCullough (Ed.), *The role of women in Canadian literature* (pp. 83-88). Toronto, ON: MacMillan.

PRINT ENCYCLOPEDIAS – APA (with and without author)

- McCosker, J.E. (2012). Fish. *The World Book encyclopedia* (Vol. 7, pp. 144-171). Chicago, IL: World Book, Inc.
- Cairo. (2012). In J. Copolla & S. B. Gall (Eds.), *Junior Worldmark encyclopedia of world cities* (Vol. 1, pp. 115-130). Detroit, MI: UXL.

ARTICLES IN MAGAZINES AND NEWSPAPERS - APA

- Farran, S., & Keller, T. (2015, April 2). What can 70,000 students teach you? *Maclean's*, 29-37.
- Harvey, I. (2015, April 20). The great furnace debate. *Toronto Star*, p. J5.

ONLINE ELECTRONIC SOURCES - APA

WEBSITES - APA

- Breiding, D. H. (2014). *Fashion in European armor*. Retrieved from http://www.metmuseum.org/toah/hd/afas/hd_afas.htm
- V.Y.V. Productions (Producer). (2013, April 16). *Mark Rivard skateboard art* [Video file]. Retrieved from <http://www.youtube.com/watch?v=gT8Yk-VOZXM>

ONLINE ARTICLE DATABASE - APA

- Marano, H.E. (2012, June). Class dismissed. *Psychology Today*, 39(3), 94-101. Retrieved from <http://search.epnet.com>

ONLINE ENCYCLOPEDIA - APA

- Marsh, J. H. (2012). Red Crow. In *The Canadian encyclopedia*. Retrieved from <http://www.thecanadianencyclopedia.com>

CORPORATE AUTHOR OR GOVERNMENT REPORT - APA

- American Psychological Association, Task Force on Advertising and Children. (2014). *Report of the APA Task Force On Advertising and Children*. Retrieved from <http://www.apa.org/pubs/info/reports/advertising-children.aspx>

E-BOOK - APA

- Frost, R. (1915). *North of Boston*. (3rd ed.). Retrieved from <http://books.google.ca>

THE RCI LIBRARY PROGRAMME

A learning commons for all

<http://schoolwebsite.tdsb.on.ca/riverdale> > Library Learning Commons

With on-site teacher-librarians and a wealth of digital and print resources in our active learning commons library, students learn to access, assess, process, and create the information they need for assignments, to read for fun and for depth, to explore new areas of interest, and to become independent life-long learners. The teacher-librarians collaborate with classroom teachers across subject areas to design and carry out inquiry assignments, select and teach effective and ethical use of print and digital resources, and maintain a physical and virtual programme for students 24/7.

Library Hours: Open during regular class times.

As well, the teacher-librarians volunteer their time to keep the library open at lunch and after school on most regular school days.

8:30 a.m. – 4:00 p.m. (3:15 p.m. on Fridays).

Services:

- Exploration, collaboration and study are the primary focus of the library.
- Classes take priority in the library; students on spares may use the library and computers when space allows.
- iPads, netbooks, and chromebooks are available for use in the library.
- Kobo e-book readers available for loan (parent/guardian permission.)
- 24/7 Library Website: **<http://schoolweb.tdsb.on.ca/riverdale>**, then *Subject Areas > Library Learning Commons*.
- Online subscription databases (get the password slips!)
- 20,000 books; 40 magazine subscriptions print and digital;
54 computers; 33 chromebooks; 5 iPads; 3 laptops; 3D printer
- Graphic organizers, pathfinders, note-taking organizers.
- Printing 10¢ per page B&W, 25¢ per page colour.
- Photocopying 10¢ per page.
- Bristol boards and other supplies for sale when available.
- Library Crew: Volunteers, Club, Desk Aides; RCI S.W.A.T Team (Students Who Advance Technology); iHelp desk; White Pine Readers; Freedom to Read Week; International School Library Month; reading and writing contests.

Loans:

- You need your SAC card or photo ID to borrow materials.
- Books and magazines for 3 weeks, renew online or at the desk.
- Videos for 1 day.
- Maximum 5 items in total, 3 per assignment.
- All items may be renewed as often as needed.
- Overdue fines are 10¢ per day per item (\$1 per day for videos, Kobos).
- The replacement value of lost or damaged materials must be resolved, by payment or in kind.

