

RIVERDALE COLLEGIATE INSTITUTE (RCI) SCHOOL HANDBOOK & CODE OF BEHAVIOUR

2024-2025

Riverdale Collegiate Institute (RCI)

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We acknowledge that we are hosted on the lands of the Mississaugas, of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat, we recognize the resilient and enduring presence of all First Nations, Metis and Inuit peoples on these shared lands.

You can view a map showing all the treaties in Ontario at the following website:

<https://www.ontario.ca/page/treaties>



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STUDENT HANDBOOK

A Message From Principal Au

RCI has such a proud history and reputation. It has stood as a pillar in this community and so many students and families have thrived in our halls. But as Riverdalians - we cannot rest on our past accomplishments. We must look to a better future. Our call to action is to ensure that all students, regardless of their identities can thrive and be proud Riverdalians.

As we work together, Indigenous Sovereignty, Truth & Reconciliation, Equity, and Anti-Oppression are our collective focus. We will create and maintain a school that will be a place for all students to learn, grow, succeed, and reach their potential.

Students – it is time to get involved! There are so many opportunities that reflect our diverse interests, there is bound to be something for you. Make your high school experience the best it can be - you won't regret it!

Riverdale - There Is No Better School!
Go Rams!

2023-2024 School Council Message for the 2024-2025 Year

We are thrilled to welcome each student, parent/guardian, teacher, and staff member to a new and exciting academic year at Riverdale Collegiate Institute!

RCI is more than a place of learning; it's a community where creativity thrives, relationships deepen, and every individual is encouraged to reach their potential. We cherish inclusivity and respect, ensuring a supportive atmosphere that celebrates each member of our school family.

We firmly believe that the most enriching and effective educational experiences at RCI are shaped not solely by the unwavering dedication of our administrators, teachers, and staff, but also through a synergistic collaboration between our school, its families, and its students. Your perspectives, constructive feedback, and active involvement are vital cornerstones in sculpting the dynamic and nurturing learning atmosphere that is the hallmark of RCI.

We warmly invite parents, guardians, and caregivers to join the School Council. We encourage students to participate in student clubs, teams, and activities. And we encourage everyone to contribute to volunteer initiatives. Your active participation is crucial in the continuous evolution of our school. By sharing your thoughts and engaging with us throughout the academic year, you play a pivotal role in enriching the educational journey at RCI, making it not just a place of learning, but a thriving community where every member grows and flourishes.

Here's to a year filled with growth, achievement, and countless joyful moments. Let's make it truly remarkable!

Warm regards,
School Council 2023/24
sc.riverdalecollegiate@tdsb.on.ca

School Council Meeting Times & Dates

The School Council meets monthly in Room 212 from **7 to 8:30 pm**. In months with guest speakers, meetings begin at 6:30 and run to 8:30 pm. All meetings are in person and most are also online on MS Teams. Online links, reminders and the agenda are sent out a day or two before the meeting. Meetings are moved fully online only in inclement weather. All parents, guardians, or caregivers are welcome and encouraged to attend or join council throughout the school year. If you want items included in the agenda, please email sc.riverdalecollegiate@tdsb.on.ca at least 2 days ahead of time. There will also be an opportunity to bring up items during the meetings but there may not be enough time to address them. Pizza for all is served at in person meetings. Follow RCI School Council on Facebook at Riverdale CI Parents 2023-2024.

Information about the Nomination and Election Process for the 2024-2025 School Council will be sent electronically in late August/Early September 2024. All School Council Members are volunteers.

Wednesday, September 11, 2024

Tuesday, October 1, 2024 (Election Date)

Wednesday, November 6, 2024

Tuesday, December 3, 2024

Wednesday, January 8, 2025

Tuesday, February 4, 2025

Wednesday, March 5, 2025

Tuesday, April 1, 2025

Wednesday, May 7, 2025

Tuesday, June 3, 2025

Caring & Safe Schools Committee

Riverdale CI's Caring & Safe Schools Committee meets monthly to foster a safe, inclusive, and accepting school climate. The Committee is composed of volunteer representatives from Staff, Students, Families, and Community. A committee call out is sent in early September via School Messenger. Meeting information is shared with the committee members via email.

The Committee meets monthly on MS Teams.

Tuesday, September 24, 2024

Tuesday, October 29, 2024

Tuesday, November 26, 2024

Tuesday, December 17, 2024

Tuesday, January 28, 2025

Tuesday, February 25, 2025

Tuesday, March 25, 2025

Tuesday, April 29, 2025

Tuesday, May 27, 2025



Key Dates - School Year Calendar 2024-2025

*The first day of classes at Riverdale is Tuesday, September 3rd, 2024

Professional Activity Days	Oct	Nov	Jan	Feb	June
Secondary Schools	11	15, 29	30	14	26, 27

Late Start Dates (typically the last two Wednesdays of the month)	
Semester 1	Semester 2
Wednesday, September 18, 2024 (PLC)	Wednesday, February 19, 2025 (PLC)
Wednesday, September 25, 2024 (Staff Meet)	Wednesday, February 26, 2025 (Staff Meet)
Wednesday, October 23, 2024 (PLC)	Wednesday, March 19, 2025 (PLC)
Wednesday, October 30, 2024 (Staff Meet)	Wednesday, March 26, 2025 (Staff Meet)
Wednesday, November 20, 2024 (PLC)	Wednesday, April 23, 2025 (PLC)
Wednesday, November 27, 2024 (Staff Meet)	Wednesday, April 30, 2025 (Staff Meet)
Wednesday, December 11, 2024 (PLC)	Wednesday, May 21, 2025 (PLC)
Wednesday, December 18, 2024 (Staff Meet)	Wednesday, May 28, 2025 (Staff Meet)
Wednesday, January 8, 2025 (PLC)	
Wednesday, January 15, 2025 (Staff Meet)	

Parent/Guardian/Caregiver Engagement Opportunities		
Grade 9 Transitions To High School Night	Tuesday, September 10, 2024, 6 pm	
Curriculum Night	Thursday, September 19, 2024, 6 pm	
Grade 12 Post-Secondary Transition Night (Virtual)	Wednesday, October 9, 2024, 7 pm	
	Semester 1	Semester 2
Family/Teacher Meetings	<ul style="list-style-type: none"> Tuesday, November 5, 2024 	<ul style="list-style-type: none"> Thursday, April 3, 2025
<ul style="list-style-type: none"> Afternoon Session Evening Session 	1:30 - 3:30 pm 6:00 – 8:00 pm	1:30 - 3:30 pm 6:00 – 8:00 pm

Dates to Remember - School Year Holidays (as per Ministry of Education)	
Labour Day:	September 2, 2024
Thanksgiving:	October 14, 2024
Winter Break:	December 23, 2024 – January 3, 2025
Family Day:	February 17, 2025
Mid-Winter Break:	March 10 - 14, 2025
Good Friday:	April 18, 2025
Easter Monday:	April 21, 2025
Victoria Day:	May 19, 2025

*please refer to special First Day Schedule on page 11

Curriculum Leaders

Curriculum Areas	ACL	Room #
Business Studies & Cooperative Education	H. Mattok	310W
Canadian & World Studies/Social Sciences	T.B.D.	308W
Computer Science & Robotics	J. Cordiner	321W
Digital Lead Learning	E. Dunbar	321W
English – Grades 11 & 12	D. Petrovic	318W
English – Grades 9 & 10 Curriculum/Literacy	C. Hassell	318W
Equity	M. Willacey	331W
Extended French/French & Languages	F. Aviles	331W
Geography	P. Hackl	306W
Guidance & Careers Education	S. Muhammad	214W
Health & Physical Education - Athletics	M. Li	128W
Health & Physical Education - Curriculum	L. Shearer	128W
Library Learning Commons/School Wide Initiatives	L. Farrell	231W
Mathematics - Curriculum	J. Proppe	316W
Mathematics – Numeracy	K. Rigas	316W
Music	C. Rayman Bricknell	218
Science – Curriculum	E. Hasekiu	110W
Science - Safety/Equipment/Resources	C. Likins	110W
Special Education (Last Names L-Z)	E. Mitrothanas	210
Special Education (Last Names A-K)	K. MacNeil	210
Student Success	D. Fernandes	208
Visual Art/NAC10 – Expressions of First Nations, Metis, and Inuit Cultures	R. Rogers	330W

Clubs, Sports, and Student Organizations

The following is a list of clubs, sports, and activities which are active or have operated at RCI in the past. Clubs are dependent on a staff advisor. If there is a club or activity you are interested in creating, speak to your Alpha Vice Principal for guidance on the process and creation of new clubs. New ideas are always welcome. Clubs and activities are showcased every fall on **Club Fair Day**. Meeting times and locations of clubs are widely advertised through announcements, the RCI Reporter, and school posters.

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

Athletics at RCI

*Dependent on a Staff Advisor with an emphasis on equitable distribution of girls and boys teams.

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
GIRLS										
Basketball										
Cross Country										
Field Hockey										
Tennis										
Ultimate										
Ice Hockey										
Swimming										
Volleyball										
Badminton										
Field Lacrosse										
Slo-Pitch/Softball										
Soccer										
Track & Field										
BOYS										
Cross Country										
Rugby 7s										
Soccer										
Tennis										
Volleyball										
Basketball										
Badminton										
Ice Hockey										
Swimming										
Baseball										
Rugby 15s										
Track & Field										
CO-ED										
Archery										
Badminton										
Curling										
Ultimate										

School Day Structures

Regular Day Schedule	Day 1 (Assigned to odd calendar days) e.g. Sept. 5	Day 2 (Assigned to even calendar days) e.g. Sept. 6
Period 1 9:00 - 10:20 a.m.	Class A*	Class B*
Period 2 10:25 - 11:40 a.m.	Class B	Class A
Lunch 11:40 a.m. - 12:35 p.m.	LUNCH	LUNCH
Period 3 12:40 - 1:55 p.m.	Class C	Class D
Period 4 2:00 - 3:15 p.m.	Class D	Class C

Late Start Schedule (Staff Meetings/PLCs)	Day 1 (Assigned to odd calendar days) e.g. Sept. 7	Day 2 (Assigned to even calendar days) e.g. Sept. 8
Period 1 09:55 - 10:55 a.m.	Class A	Class B
Period 2 11:00 a.m. - 11:59 a.m.	Class B	Class A
Lunch 12:00 - 1:00 p.m.	LUNCH	LUNCH
Period 3 1:05 - 2:10 p.m.	Class C*	Class D*
Period 4 2:15 - 3:15 p.m.	Class D	Class C

**Includes opening exercise*

School Day Structures (cont.)

Early Dismissal Schedule	Day 1 (Assigned to odd calendar days) e.g. Sept. 7	Day 2 (Assigned to even calendar days) e.g. Sept. 8
Period 1 9:00 – 9:45 a.m.	Class A*	Class B*
Period 2 9:50 – 10:30 a.m.	Class B	Class A
Period 3 10:35 – 11:15 a.m.	Class C	Class D
Period 4 11:19 – 11:59 a.m.	Class D	Class C
Lunch 12:00 – 1:00 p.m.	Lunch	Lunch

Morning Assembly Schedule	Day 1 (assigned to odd calendar days) e.g. Sept. 7	Day 2 (assigned to even calendar days) e.g. Sept. 8
Period 1 9:00 – 10:00 a.m.	Class A*	Class B*
Period 2 10:05 – 12:10 p.m.	Class B <u>Assembly</u> 10:10 - 11:10 a.m. <u>Instructional Time</u> 11:10 - 12:10 p.m.	Class A <u>Assembly</u> 10:10 - 11:10 a.m. <u>Instructional Time</u> 11:10 - 12:10 p.m.
Lunch 12:10 - 1:10 p.m.	LUNCH	LUNCH
Period 3 1:10 - 2:10 p.m.	Class C	Class D
Period 4 2:15 - 3:15 p.m.	Class D	Class C

*Includes opening exercise

School Day Structures (cont.)

Afternoon Assembly Schedule	Day 1 (assigned to odd calendar days) e.g. Sept. 7	Day 2 (assigned to even calendar days) e.g. Sept. 8
Period 1 9:00 – 10:00 a.m.	Class A*	Class B*
Period 2 10:05 – 11:05 p.m.	Class B	Class A
Lunch 11:05 - 12:05 p.m.	LUNCH	LUNCH
Period 3 12:05 - 2:10 p.m.	Class C <u>Assembly</u> 12:10 - 1:10 p.m. <u>Instructional Time</u> 1:10 - 2:10 p.m.	Class D <u>Assembly</u> 12:10 - 1:10 p.m. <u>Instructional Time</u> 1:10 - 2:10 p.m.
Period 4 2:15 - 3:15 p.m.	Class D	Class C

First Day Schedule	Day 1 September 3, 2024
9:00 – 11:00 a.m.	Staff Meetings
Period 1 12:00 – 12:45 p.m.	Class A*
Period 2 12:50 – 1:35 p.m.	Class B
Period 3 1:40 - 2:25 p.m.	Class C
Period 4 2:30 - 3:15 p.m.	Class D

**Includes opening exercise*

Additional Special Schedule Days will be communicated during the year via School Messenger and The RCI Reporter.

General Information

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

Parents, guardians, or caregivers Role

Parents and guardians play a vital role in supporting school staff to uphold rules, promote respect and nurture good citizenship by modeling these behaviours at home. Encouraging your children to minimize device use and stay focused and engaged during instructional time benefits not only them but their classmates. It is strongly recommended that parents, guardians, or caregivers limit their own communications with their children during instructional time. Please be aware that vaping and smoking at school are both harmful to your child's health and against the Smoke Free Ontario rules. Bullying behaviours of any kind will not be tolerated. Reinforcing RCI's Code of Behaviour with your children and collaborating closely with educators at RCI helps to maintain a positive partnership and a supportive school community.

Parent/Guardian Opt In for Students Turning 18 During the School Year

Please be aware that the TDSB considers all students to be adults upon turning 18. This means they can act independently regarding documents, communications from the school, the board, school council, report cards, interviews, and other matters. When your child turns 18, the parents, guardians, and caregivers are automatically removed from school communications. This includes, but is not limited to School Council communications, Report Cards, RCI Bulletins, RCI Email and phone communication. The student who is 18 or over must "**opt in**" for their parents, guardians, and caregivers to continue receiving communication from both the school and the board. The "opt in" is completed by signing and returning a form to the Guidance Department.

School Hours

The school office is open 8:00 am to 4:00 pm from Monday to Friday. **The school office main number is 416-393-9820.** 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 unless participating in a staff supervised activity.

Parking and Drop Off/Pick Up

Because of limited space there is no student parking on school property. The loop on Gerrard is available for student drop off/pick up only. Please be respectful of school bus parking and watch out for students walking through the drop off/pick up loop.

For safety reasons, please refrain from making U-turns on Jones Avenue and Gerrard Street East. All pedestrians needing to cross the street should do so at a proper traffic-controlled intersection or designated cross walk.

The RCI Reporter & Monthly Bulletin

The RCI Reporter is a weekly electronic newsletter and the Monthly Bulletin is a electronic calendar update sent monthly. Both contain important updates and information and should be reviewed regularly.

Student Activity Fee (SAF)

The Student Activity Fees are **\$30.00 for the yearbook and \$30.00 to support extra-curriculars**. The SAF is vital in providing funding for various clubs and activities throughout the school year. Students with financial difficulties, or their parents, guardians, or caregivers, are asked to speak to their Alpha Vice Principal.

Student Council distributes these fees in the fall based on the amount of money collected. Groups interested in funding must apply to the Student Council. Funding decisions are based on various factors, including the number of students participating, financial need, and other relevant considerations.

Student Activity Fee Benefits

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

- receive the school yearbook: The Reveille (\$30)
- join clubs and sports teams (Note: If a student has not paid the activity fee the student is not eligible for any inter school, or intramural competition.)
- use equipment (e.g., table tennis tables, borrow athletic equipment, musical instruments, electronics/laptops etc.), use the weight and exercise room before school, at lunch and after school (if available)

Lockers & Locks

Due to limits in locker availability, only students in Grade 9 & 10 are guaranteed lockers. Students in Grade 11 & 12 will be provided lockers if available. More information about locker assignments will be sent out via School Messenger. Books and clothes, when not in use, should be left in the locker and the locker always kept secure. **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 TDSB.

Concussion Protocol

A reminder that if your student suffers a concussion, we encourage you to communicate with your assigned Vice Principal so that we can provide the best support.

The TDSB has Return to Learn and Return to Play protocols.

Please see this TDSB link for more resources:

<https://www.tdsb.on.ca/Elementary-School/Supporting-You/Accidents-Playing-it-Safe>

Homework Policy

Rationale

Homework is an integral part of the curriculum at RCI and our Homework Policy is based on the TDSB Homework Policy (P.036). Homework is viewed as an extension of the school day and is frequently assigned to every subject. By completing assignments regularly, students help 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.

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.

Students that are going on anticipated family-initiated absences (e.g. vacation) must report the absence directly to their assigned Vice Principal.

Families are reminded that as per section 3.12. of TDSB Policy P036: *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. For absences due to extended illness, parents may contact the school principal to discuss available options.*

Students who are absent for more than 15 consecutive school days must be taken off the school roll. If you anticipate an absence of this duration, please contact your assigned Vice Principal immediately 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 that are not part of a culminating mark 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 allows 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.

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 can 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 (Growing Success P.31)		
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 (Growing Success P.31)		
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 based on 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 based on his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the 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 (50%) 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, several 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
- 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

- Culminating Activities may start 4 – 6 weeks prior to the end of a semester. Culminating Activities and final exams carry the same importance and the same attendance requirement. Thus, attendance during culminating activities is mandatory and assessment tasks must be worked on in class only. It is crucial students do not miss any time during the end of a semester and adhere to all culminating assignment due dates.

- 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 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. Students will need to provide documentation confirming the situation. If appropriate documentation is not provided, the student shall be issued a zero for the missed culminating activity or exam.
- 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 zero placeholder may be used until arrangements can be made for an alternate exam.

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
- Presenting assignments, labs, essays, etc. that have been completed by someone else as one's own
- Using AI (Artificial Intelligence) to complete a part or all of an evaluation

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
- Omitting quotation marks for direct quotations even if the sources have been cited
- Using AI (Artificial Intelligence) to complete a part or all of an assessment

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, guardians, or caregivers, possible suspensions, 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.

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 to verify their spare. Students on spare are expected to be mindful of noise levels.

RCI Guidance Department

The RCI Guidance Department is always open to address student concerns and provide guidance on courses, co-ops and post secondary education. Each student is assigned an Alpha Guidance Counsellor. Appointments can be requested through the Guidance Secretary, Ms. Da Costa Haddad. Appointment confirmation e-mails are sent to students and counsellor, students use the e-mail to inform teachers they have an appointment.

Guidance Counsellors

L. Kirvan [linda.kirvan@tdsb.on.ca]

S. Muhammad [salmaa.muhammad@tdsb.on.ca]

J. Tang [jessica.tang@tdsb.on.ca]

L. Linde [laima.linde@tdsb.on.ca]

Last names starting with A - D

Last names starting with E - K

Last names starting with L - P

Last names starting with Q - Z

Guidance Secretary

M. Da Costa Haddad

Dropping Courses

School Policy

When dropping a course, 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/Marks Maintain Date

Students taking courses at the grade 11 and 12 level have up to five school days following the midterm report card (late November and late April) to drop a course without having the attempt appear on their Ontario Student Transcript (OST). The course and mark will appear on the report card if the course has not been dropped before the report card but will not be carried over to the OST.

Courses dropped after the full disclosure/marks maintain date 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.

Leaving Riverdale Collegiate Institute

Students that leave RCI **cannot return to register again in future semesters**. This includes leaving for study abroad or study exchange experiences. Riverdale CI cannot currently support educational exchanges.

Families will be requested to complete the *Request to Exit/Transfer from Riverdale* form (see below on following page). If the form is not signed by the family, a copy of the form indicating that the form was not signed will be retained on file. The student will not be registered for future semesters at Riverdale CI.



RIVERDALE COLLEGIATE INSTITUTE
Request to Exit/Transfer from Riverdale

Important Note - Specific to Riverdale Collegiate
TDSB ATTENDANCE POLICY DOES NOT ALLOW STUDENTS WHO LEAVE RIVERDALE C.I. FOR ANOTHER SCHOOL TO RETURN IN FUTURE YEARS

Student Name:		TDSB Student #:	
Grade:		Date of Birth:	
Destination:			
Start Date: (Month and Year)			

For Office Use:
The student has:

- received and reviewed a copy of his/her most recent report card and Ontario Student Transcript or Credit Counselling Summary - upon completion of this form.
- discussed their plans with the Guidance Counsellor
- discussed their plans with a Riverdale Administrator - if required Admin. initials: _____
- returned TDSB Chromebook - if going outside TDSB or graduated Admin. initials: _____
- returned textbooks Admin. initials: _____

Counselor/Administrator Comments:

Signature:

Please sign below to confirm that you give permission for this exit/transfer and that you understand the TDSB's Attendance policy regarding return to Riverdale CI

Student (if 18 years) /Parent/Guardian or Caregiver Signature:

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. RCI 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.

RCI CODE OF BEHAVIOR

Respect @ Riverdale

RCI is a community of students, staff, parents, guardians, or caregivers, area residents, merchants, and the community at large. 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: age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status (including single status), gender identity, gender expression, receipt of public assistance (in housing only), record of offences (in employment only), sex (including pregnancy and breastfeeding), and sexual orientation - as outlined in the Ontario Human Rights Code. Additionally, we foster a body positive environment at RCI celebrating people of all body types and appearances.

We also treat our school building with respect and demonstrate respect for school property and the property of others. Our students are ambassadors of RCI's values. Students are expected to behave with respect within the school and in the community. When students are in the community, they represent RCI and reflect RCI's values.

Every time RCI students go into the larger community - they are representatives of our school. When some RCI students treat members in the community with disrespect, damage property, or treat staff at local businesses with disrespect - it damages the reputation of our entire school.

The expectation of behaviour for all students in our school also extends to behaviour in the community and on social media/online platforms. We are asking all parents, caregivers, and guardians to review with their students what respectful behaviour means both in our school and in our community. Thank you for your continued support.

RCI is a school with a full range of extra-curricular activities. 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. The Code of Behaviour applies to all school related activities including athletics at other sites and field trips. This code applies to all students, staff, and visitors. Below is a summary.

Daily Habits

Attendance

Regular attendance in all classes assures continuity of learning and improves each student's chance of success. The emphasis on continuous assessment of students, based on class participation and frequent evaluations, makes this regular attendance pattern important. Parents, guardians, or caregivers are to notify the school if their child is going to be absent. An attendance tracking system will phone home daily to inform parents, guardians, or caregivers and students of morning and afternoon absences and lates. Persistent absences could mean a loss of the credit.

Students who are absent for more than 15 consecutive school days must be taken off the school roll. If you anticipate an absence of this duration, please contact your assigned Alpha Vice Principal immediately to discuss available options. Parents, guardians, and caregivers are reminded that as per section 3.12. of TDSB Policy P036: Teachers shall not be expected to provide detailed classroom work and homework assignments for students who are away for extended periods of time due to a parent/guardian-initiated absence. For absences due to extended illness, parents, guardians, or caregivers may contact the school Principal to discuss available options.

Punctuality

Punctuality shows consideration for other people and is expected in school. When a student arrives late for class, they disrupt the learning of others and negatively affect the classroom environment. Frequent lateness can also have negative impacts on student achievement.

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 parent, guardian or caregiver on file excusing them, the office staff will telephone home to request permission to excuse the student. If the parents, guardians, or caregivers are unavailable during school hours, arrangements **must** be made with a **relative/guardian 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 for a class, they should report to their class where the classroom teacher will mark them late. 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.). Students that arrive late due to morning appointments that have been reported to the attendance office must **sign in** upon arrival at school.

Work Habits

To be academically successful, students are expected to come to their classes prepared with the required learning materials, pay attention to instruction (including being off a personal device), work cooperatively 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 to the classroom will assist students in achieving success.

Dress Code

The TDSB has adopted a Student Dress Policy (P042) that applies to all schools across the Board, effective September 2019. The Student Dress Policy (P042), 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 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 students and staff must:

- Conform with established health and safety requirements for the intended activity
- Respect the Board's intent to sustain a community that is positive, anti-oppressive, equitable, accepting and inclusive of a diverse range of social and cultural identities
- Not promote offensive, lewd, vulgar, or obscene images or language, including profanity, hate and pornography
- Not promote, nor could not be construed as or include content that is discriminatory, or that reasonably could be construed as defamatory, threatening, harassing or promoting bias, prejudice or hate; attire that depicts violence, profanity, racial or gender discrimination or discrimination of any kind whatsoever
- Not symbolize, suggest, display or reference: tobacco, cannabis, alcohol, drugs or related paraphernalia, promotion or incitement of violence or any illegal conduct or criminal activities
- Not interfere with the safe operation of the school, limit or restrict the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights
- attire that otherwise demeans an identifiable individual or group

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 (except for 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 (e.g., 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 may 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 or drink 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 Conduct

An environment conducive to learning and personal development is the right of everyone at RCI. Aggressive, abusive, and violent behaviour will **not** be tolerated, this includes bullying and cyberbullying. The use of profanity, language or actions that violates the Ontario Human Rights

Code* is not acceptable. **Alcohol, vapes, cigarettes, recreational drugs and weapons (including replicas, water guns, and laser pointers)** are **not** permitted on school property, at school-related activities or field trips. Parents, guardians, or caregivers will be contacted when any student is involved in such behaviours or activities. In these circumstances students may 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 TDSB's list of serious incidents which require mandatory police involvement is summarized in the TDSB Chart of Consequences of Inappropriate Behaviour, attached in this document.

** The Ontario Human Rights Code prohibits actions that discriminate against people based on a protected ground. Protected grounds are: age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status (including single status), gender identity, gender expression, receipt of public assistance (in housing only), record of offences (in employment only), sex (including pregnancy and breastfeeding), and sexual orientation.*

Personal Electronic Devices - PEDs (Cell Phones, Headphones, Computers, Tablets)

Consistent with TDSB policy, students may have access to their personal electronic devices (PEDs) while at school. PEDs must be out of sight and turned off in classrooms unless the teacher grants specific permission for educational use. Even with explicit teacher permission, PEDs are not to be used for non-educational purposes. At RCI, **regular practice is for students not to use PEDs in class without teacher permission.** Parents, guardians, or caregivers should not contact students on their PEDs during class instructional time. In case of an emergency, students can be reached through the Main Office at (416) 393-9820. Students are responsible for charging their PEDs at home. 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.

The TDSB is developing a new Cell Phone/Mobile Device Use in Schools Policy in response to the January 2024 resolution of the Board and direction from the Ministry of Education outlined in Policy/Program Memorandum (PPM) 128: The Provincial Code of Conduct and School Board Codes of Conduct (April 2024). More information will be shared in the future.

Behaviour, Health and Safety

All members of the RCI school community must **NOT** under any circumstances do any of the following:

- engage in bullying behaviours, cyberbullying, violence, physical aggression, exclusion, inappropriate use of social media and intimidation, spreading/perpetuating gossip and rumours or harassment
- film or take photographs using cameras or cellphones anywhere on school property without consent, or distribute such images
- be in possession of, or be responsible for, the creation or distribution of inappropriate or illegal images, including those generated by Artificial Intelligence (AI), including but not limited to hate based ideology, pornographic images and human trafficking
- commit sexual assault
- commit sexual harassment or exploitation
- commit robbery or theft

- be in possession of, or be under the influence of, or provide others/minors with alcohol or illegal drugs, vapes or cannabis
- use drugs, drug paraphernalia, vapes and alcohol at school, all school functions, and all school sanctioned events
- traffic weapons or illegal drugs
- be in possession of any weapons or replicas (firearms, water guns, knives, cigarette lighters, laser pointers)
- use any object to threaten or intimidate another person, including causing injury
- inflict or encourage others to inflict bodily harm on another person
- loitering in washrooms or other areas of school property
- engage in hate propaganda, racism and other forms of behaviour motivated by hate or bias
- commit an act of vandalism that causes damage to school property
- tamper with safety equipment, activate a fire alarm when there is no fire, or falsify safety threats to the school
- engage in gambling and games of chance anywhere on school property

What to do if You Have an Issue? (Like Feeling Unsafe, Bullying, Witnessing Troubling Behaviour, Subject to Harassment, etc.)

Begin by speaking directly to the person involved if you can. Then speak and involve a trusted adult like a teacher, guidance counselor, safety monitor or other staff member. If then necessary, bring your concern further to the Vice Principals or Principal. The expectation is that information will be handled with the greatest discretion and confidentiality as possible and in as timely a manner as possible. Please note, that the Administration may not always be able to share the outcome of an investigation to a concern.

School Council can have a role in hearing about concerns/issues from families (without any specifics). School Council can liaise with administration about these concerns for and examine solutions. Council may also provide suggestions for workshops, discussion groups, etc. to support parents.

You are always allowed, and if need be, encouraged to involve the police, should you feel the situation warrants it. You do not have to go through the school to involve police officers in safety issues.

TDSB Student Safety Line

Accessible online at www.tdsb.on.ca/safetyline or by telephone at **416-395-SAFE (7233)**.

This anonymous line allows you to report incidents of bullying, cyberbullying, drugs, extortion, harassment, intimidation, physical assault, sexual harassment, theft, threats, violence, weapons, or any other concerns anonymously. Reports are directed to the Safe and Caring Schools Centrally Assigned Principal for RCI. RCI's Centrally Assigned Principal, along with two Safe and Caring School Advisors, will then investigate the concern appropriately. **All information is handled confidentially.**

Students, teachers, parents, guardians, or caregivers, school staff, or community members are encouraged to call or submit an online report whenever you hear, see, or experience something that threatens the safety and welfare of anyone at RCI.

While the TDSB encourages students to speak with a trusted adult, the TDSB Student Safety Line provides an additional, discreet way to report incidents. Reports are typically followed up within 1-2

school days. A new app is currently being piloted, hopefully to launch fall of 2024, as an additional way to report incidents of concern.

***Below is a chart indicating specific behaviours and issues and possible areas of intervention as outlined by the TDSB’s Safe and Caring Schools Policies and Procedures.**

Behaviour/Issue	Possible Intervention
Attendance Issues	Attendance counseling, contact parent/guardian, referral to attendance/SALEP
Academic Challenges	Guidance, recommendation for assessment, special education support services
Behavioural Concerns	Restorative practices, contact parent/guardian, social work, detention, behaviour contracts
Creation & Distribution of Inappropriate Images	Guidance, referral to law enforcement, contact parent/guardian, community service
Defiance/Non-compliance	Restorative practices, conflict resolution, contact parent/guardian, loss of privileges
Disrespect Towards Staff or Peers	Restorative practices, conflict resolution, contact parent/guardian, loss of privileges
Disruptive Behaviour	Restorative practices, conflict resolution, contact parent/guardian, social work, detention, loss of privileges
Dress Code Violations	Guidance, restorative practises, contact parent/guardian
Forgery or Falsifying Notes or Calls from Parents, guardians, or caregivers	Restorative practices, conflict resolution, contact parent/guardian, loss of privileges
Gambling	Counseling, social work, contact parent/guardian, behaviour contracts
General Support	EDSL/ESD, recommendation to an outside agency, restitution
Harassment & Discrimination	Social work, restorative practices, contact parent/guardian, peer mediation, detention
Inappropriate Touching & Language	Social work, peer mediation, contact parent/guardian, behaviour contracts
Inappropriate Use of Technology	Guidance, contact parent/guardian, restorative practices, loss of privileges
Loitering (Including but not Limited to Washrooms)	Guidance, restorative practises, contact parent/guardian, counseling or referral to an outside agency
Mental Health Concerns	Psychiatry, psychology, social worker, Child and Youth worker, referral to an outside agency
Minor Conflicts	Conflict resolution, peer mediation, contact parent/guardian
Minor Vandalism	Restitution, restorative practices, contact parent/guardian, community service
Peer Relationship Issues	Peer mediation, conflict resolution, social work, restorative practices
Personal Electronic Device (PED) Misuse	Guidance, contact parent/guardian, restorative practises, counseling, referral to an outside agency
Physical Aggression (Non-Suspension Cases)	Conflict resolution, peer mediation, restorative practices, contact parent/guardian
Recording & Sharing of Conflicts	Guidance, restorative practices, contact parent/guardian, loss of privileges
Sexual Harassment & Exploitation	Guidance, conflict resolution, contact parent/guardian, referral to law enforcement, community service
Skateboarding/Rollerblading/Scootering	Guidance, contact parent/guardian, restorative practices, loss of privileges
Social-Emotional Issues	Social work, psychiatry, psychology, guidance, referral to an outside agency
Speech/Language Issues	Speech and language services, occupational/physical therapy
Tardiness	Attendance counseling, contact parent/guardian, referral to attendance/SALEP
Threats & Physical Violence	Conflict resolution, social work, peer mediation, referral to law enforcement, detention
Truancy (Deliberate Absences)	Attendance counseling, contact parent/guardian, referral to attendance, detention
Unauthorized Use of School Property	Guidance, contact parent/guardian, referral to law enforcement, detention
Weapons	Conflict resolution, referral to law enforcement, restorative practices
Possible Suspensions & MAY Call the Police	Possible Intervention
Being Under the Influence of Alcohol	Counseling, referral to an outside agency, contact parent/guardian, detention, suspension, may call the police

Aiding or Inciting Harmful Behaviour	Conflict resolution, social work, peer mediation, restorative practices, detention, suspension, may call the police
An Act Considered by the School's Principal to be a Breach of the Board's or School's Code of Conduct/Behaviour	Restorative practices, contact parent/guardian, social work, detention, loss of privileges, community service, suspension, may call the police
Being Under the Influence of Illegal Drugs	Counseling, referral to an outside agency, contact parent/guardian, behaviour contracts, suspension, may call the police
Bullying	Peer mediation, restorative practices, social work, contact parent/guardian, community service, suspension, may call the police
Extortion	Conflict resolution, social work, peer mediation, detention, suspension, may call the police
Fighting	Conflict resolution, social work, peer mediation, restorative practices, detention, suspension, may call the police
Inappropriate Use of Electronic Communications or Devices	Guidance, contact parent/guardian, restorative practices, loss of privileges, detention, suspension, may call the police
Physical Assault	Conflict resolution, social work, peer mediation, detention, suspension, may call the police
Possession or Misuse of any Harmful Substance	Counseling, referral to an outside agency, contact parent/guardian, behaviour contracts, detention, suspension, may call the police
Swearing at People in Positions of Authority	Restorative practices, contact parent/guardian, detention, behaviour contracts, suspension, may call the police
Theft	Restitution, restorative practices, contact parent/guardian, community service, detention, suspension, may call the police
Use of Profane or Inappropriate Language	Restorative practices, contact parent/guardian, detention, suspension, may call the police
Vaping, Smoking & Using Tobacco Products	Counseling, contact parent/guardian, referral to an outside agency, detention, suspension, may call the police
Willful Destruction of School Property	Restitution, restorative practices, contact parent/guardian, community service, detention, suspension, may call the police
Possible Suspensions & SHALL Call the Police	Possible Intervention
Committing an Act of Vandalism that Causes Extensive Damage to School Property at the Pupil's School or to the Property on the Premises of the Pupil's School	Restitution, restorative practices, contact parent/guardian, community service, detention, suspension, shall call the police
Possessing Alcohol or Illegal Drugs	Counseling, referral to an outside agency, contact parent/guardian, behaviour contracts, suspension, shall call the police
Uttering a Threat to Inflict Serious Harm at School or Bodily Harm on Another Person	Counseling, referral to an outside agency, contact parent/guardian, behaviour contracts, suspension, shall call the police

Respectful Use of Communal Spaces (Classrooms, Hallways, Washrooms, Library, Gym, Atrium, Cafeteria, Courtyard)

Having a safe, clean, and inviting place to gather, feel welcome 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 recycle, especially food waste. Common spaces are not appropriate for sports, pushing and shoving, throwing balls, loud music, play fighting, 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. Thefts, graffiti, and vandalism will not be tolerated. (*Refer to the Chart of Consequences of Inappropriate Student Behaviour).

Right of Entry for Staff and Administrators

TDSB staff, teachers, and administrators **have the right to enter any shared public or private space at any time (e.g. washrooms, classrooms, gym, etc.)**. Some shared spaces may be subject to increased monitoring for various reasons, including, but not limited to, ensuring safety, preventing misconduct, or addressing specific concerns.

Washroom Usage Guidelines

In washrooms, a specific guideline is set to allow a **maximum of five students congregating at any given time**. Certain washrooms will have lower maximum capacities (depending on facility size). This measure is to ensure safety, maintain order, and prevent overcrowding, thereby preserving the comfort and privacy of all users. **Washrooms are to be used for their intended purposes only.**

Loan of Books, Uniforms, Equipment and Technology

Students are provided with textbooks 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.

Skateboarding/Rollerblading/Scooters

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

Extra-Curriculars

Extracurricular activities at RCI, including clubs, sports teams, and other school-sanctioned events, play a vital role in the holistic development of our students. Students are expected to exhibit the same level of respect, responsibility, and integrity in extracurricular activities as they are in the classroom. Behaviour that disrupts the activity or infringes on the rights and safety of others is unacceptable. Students involved in extracurricular activities are representatives of RCI and must conduct themselves in a manner that positively reflects the values and image of the school, both on and off campus.

- **Commitment**

Active participation and consistent attendance are expected of students involved in extracurricular activities. Students must communicate with the activity leader or coach regarding any absences or schedule conflicts.

- **Teamwork and Sportsmanship**

Students are encouraged to demonstrate positive sportsmanship, teamwork, and cooperation. Respect for teammates, opponents, coaches, spectators, and officials is mandatory.

- **Safety and Well-being**

The safety of all participants in extracurricular activities is a top priority. Students must follow all safety guidelines and instructions provided by activity leaders and coaches. Students are encouraged to report any safety concerns or injuries to the activity leader immediately.

- **Eligibility and Academic Standards**

Participation in extracurricular activities is a privilege, and students must maintain satisfactory academic performance and behaviour in school. The school reserves the right to restrict or revoke a student's participation in extracurricular activities for academic or disciplinary reasons.

- **Respect for Facilities and Equipment**

Students must respect facilities, equipment, and materials used during extracurricular activities. Any damage or misuse of school property may result in disciplinary action and restitution responsibilities.

- **Parent/Guardian Involvement**

Parents, guardians, or caregivers are encouraged to support their children's participation in extracurricular activities and are invited to attend events when possible. Volunteer opportunities may be available for parents to contribute to the success of extracurricular programs.

- **Commitment to Inclusivity**

RCI is committed to providing inclusive and accessible extracurricular opportunities for all students. The school strives to ensure that every student can participate in activities that interest them, regardless of background or ability. In some cases (e.g. Inter School Athletics), there may be a need to limit participants (i.e. team try outs).

- **Inter School Athletics**

Inter School Athletics are governed by a system wide governing body. This governing body has constitutional rules for each sanctioned sport that all participating schools must adhere to. Students that violate the Code of Conduct for Inter School Athletics may be referred to a Discipline Committee for Inter School Athletics. Their process and decisions are separate from the school and binding for participation in Inter School Athletics.

Spectator Admission Requirements to School Athletic Events

Regular Season and Exhibition Games

- Only students from the "host" or "home" school are permitted to attend. It is at the discretion of the school administration whether spectators are permitted.
- A Student Identification Card is mandatory for entry as a spectator into the competition venue.
- Parents, guardians, or caregivers, 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. It is at the discretion of the school administration whether spectators are permitted.

Playoff Games

- Only students from the competing schools are permitted to attend. Spectators must be supervised by staff from their school. It is at the discretion of the school administration whether spectators are permitted.
- A Student Identification Card is mandatory for entry.
- Parents, guardians, or caregivers, 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. It is at the discretion of the school administration whether spectators are permitted.

Community Resources & Contacts

211 Central: Finding Community Supports	211	https://www.211central.ca
2SLGBTQ+ Helpline	1-800-268-9688	https://www.youthline.ca
Black Youth Helpline	416-285-9944	https://www.blackyouth.ca
CAMH The Center for Addiction and Mental Health	416-535-8501 or toll free 1-800-463-2338	https://www.camh.ca/en/your-care/access-camh
Covenant House	416-593-4849	
Family Navigation Project *Help navigating the mental health and addictions services system in the GTA	1-800-380-9367	https://www.sunnybrook.ca/content/?page=family-navigation-project
Gambling, Gaming & Technology Use Programs	Access through CAMH 416-535-8501	
Indigenous Youth Helpline	1-855-242-3310	https://www.hopeforwellness.ca
Kids Help Phone	1-800-668-6868 Free Text # 68686	https://www.kidshelpphone.ca
Michael Garron Hospital Family Support Program	416-461-8272	https://www.tehn.ca/programs-services/mental-health-addiction
SickKids Substance Abuse Outreach Program	416-813-5804	https://www.sickkids.ca/en/care-services/clinics/substance-abuse-outreach-program
Suicide Crisis Helpline	988 or SMS 988	
Teen Sex Infoline	416-961-3200	
Telehealth Ontario	1-866-797-0000	
Toronto Distress Centre	416-408-4357	
What's Up Walk In Mental Health Counselling	1-866-585-6486	https://www.whatsupwalkin.ca
Youthdale Mobile Crisis Unit	416-363-9990	

TDSB Chart of Consequences

Chart of Consequences of Inappropriate Student Behaviour

SUSPENSIONS A principal shall consider in accordance with Section 306. (1) of the <i>Education Act</i>	Principal May Issue Suspension	Notify Police	
		May	Shall
1. Uttering a threat to inflict serious bodily harm on another person*	1-19 Days		X
2. Possessing alcohol or illegal drugs*	1-19 Days		X
3. Being under the influence of alcohol*	1-19 Days	X	
4. Swearing at a teacher or at another person in a position of authority*	1-19 Days	N/A	N/A
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school*	1-19 Days		X
6. Bullying*	1-19 Days	X	
<i>*Any activity listed in section 306(1) motivated by hate, bias or prejudice based on the prohibited grounds of the OHRC and gender identity and expression will be considered suspendable under section 310(1) of the Education Act.</i>			

SUSPENSIONS A principal may consider in accordance with Board policy and Section 306. (1) 7. of the <i>Education Act</i>	Principal May Issue Suspension	Notify Police	
		May	Shall
1. Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises*	1-19 Days	X	
2. Use of profane or improper language*	1-19 Days	N/A	
3. Use of tobacco*	1-19 Days	X	
4. Theft*	1-19 Days	X	
5. Aid or incite harmful behaviour*	1-19 Days	X	
6. Physical assault*	1-19 Days	X	
7. Being under the influence of illegal drugs*	1-19 Days	X	
8. Fighting*	1-19 Days	X	
9. Possession or misuse of any harmful substances*	1-19 Days	X	
10. Extortion*	1-19 Days		X
11. Inappropriate use of electronic communications or media devices*	1-19 Days	X	
12. An act considered by the school's principal to be a breach of the Board's or school's code of conduct*	1-19 Days	X	
13. Immunization	20 Days	N/A	N/A
<i>* Any activity listed in section 306(1) motivated by hate, bias or prejudice based on the prohibited grounds of the OHRC and gender identity and expression will be considered suspendable under section 310(1) of the Education Act.</i>			



Chart of Consequences of Inappropriate Student Behaviour

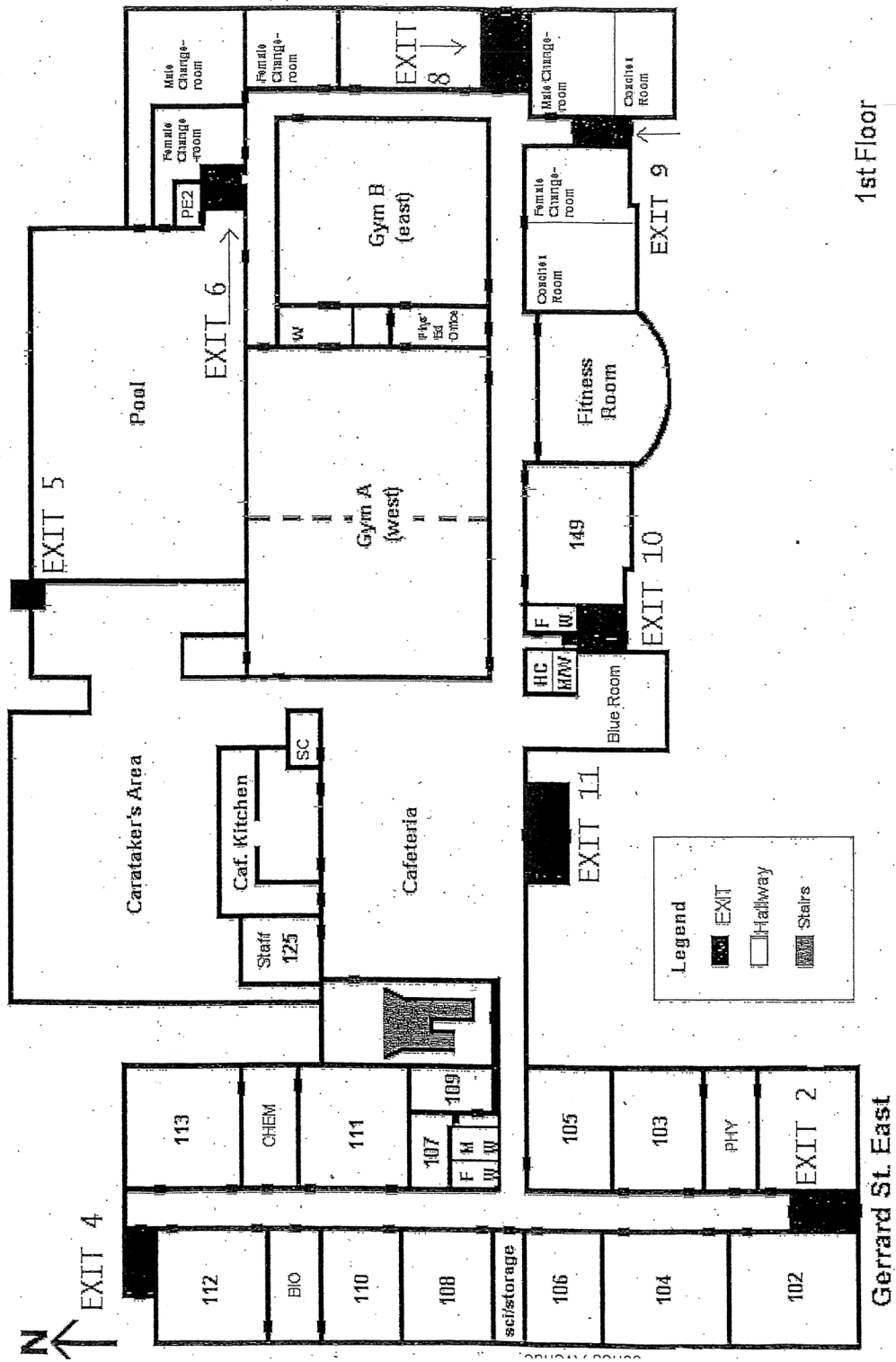
SUSPENSIONS PENDING POSSIBLE EXPULSION Section 310. (1) of the <i>Education Act</i> : Principal shall issue a suspension pending possible expulsion, and then conduct an investigation within five (5) school days. Following the investigation, confirm the suspension, shorten the suspension, withdraw the suspension, or refer to the Board for a hearing.	Principal May Issue Suspension	Notify Police	
		May	Shall
1. Possessing a weapon, including a firearm	1–20 Days		X
2. Using a weapon to cause or to threaten bodily harm to another person	1–20 Days		X
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	1–20 Days		X
4. Committing sexual assault (Refer to Board Policy P.045: Dealing With Abuse and Neglect of Students)	1–20 Days		X
5. Trafficking in weapons or illegal drugs	1–20 Days		X
6. Committing robbery	1–20 Days		X
7. Giving alcohol to a minor	1–20 Days		X
7.1 Bullying if, i. the pupil has previously been suspended for engaging in bullying and, ii. The pupil’s continuing presence in the school creates an unacceptable risk to the safety of another person.	1–20 Days	X	
7.2 Any activity listed in section 306(1) motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor	1–20 Days	X	X

SUSPENSIONS PENDING POSSIBLE EXPULSION In accordance with Board Policy and Section 310. (1) 8 of the <i>Education Act</i> Principal shall issue a suspension pending possible expulsion, and then conduct an investigation within five (5) school days. Following the investigation, confirm the suspension, shorten the suspension, withdraw the suspension, or refer to the Board for a hearing.	Principal May Issue Suspension	Notify Police	
		May	Shall
1. Possession of an explosive substance	1–20 Days		X
2. Sexual harassment	1–20 Days	X	
3. Hate motivated occurrences	1–20 Days		X
4. Distribution of hate material	1–20 Days	X	
5. Racial harassment	1–20 Days	X	
6. An act considered by the principal to be a serious breach of the Board’s or school’s code of conduct	1–20 Days		X



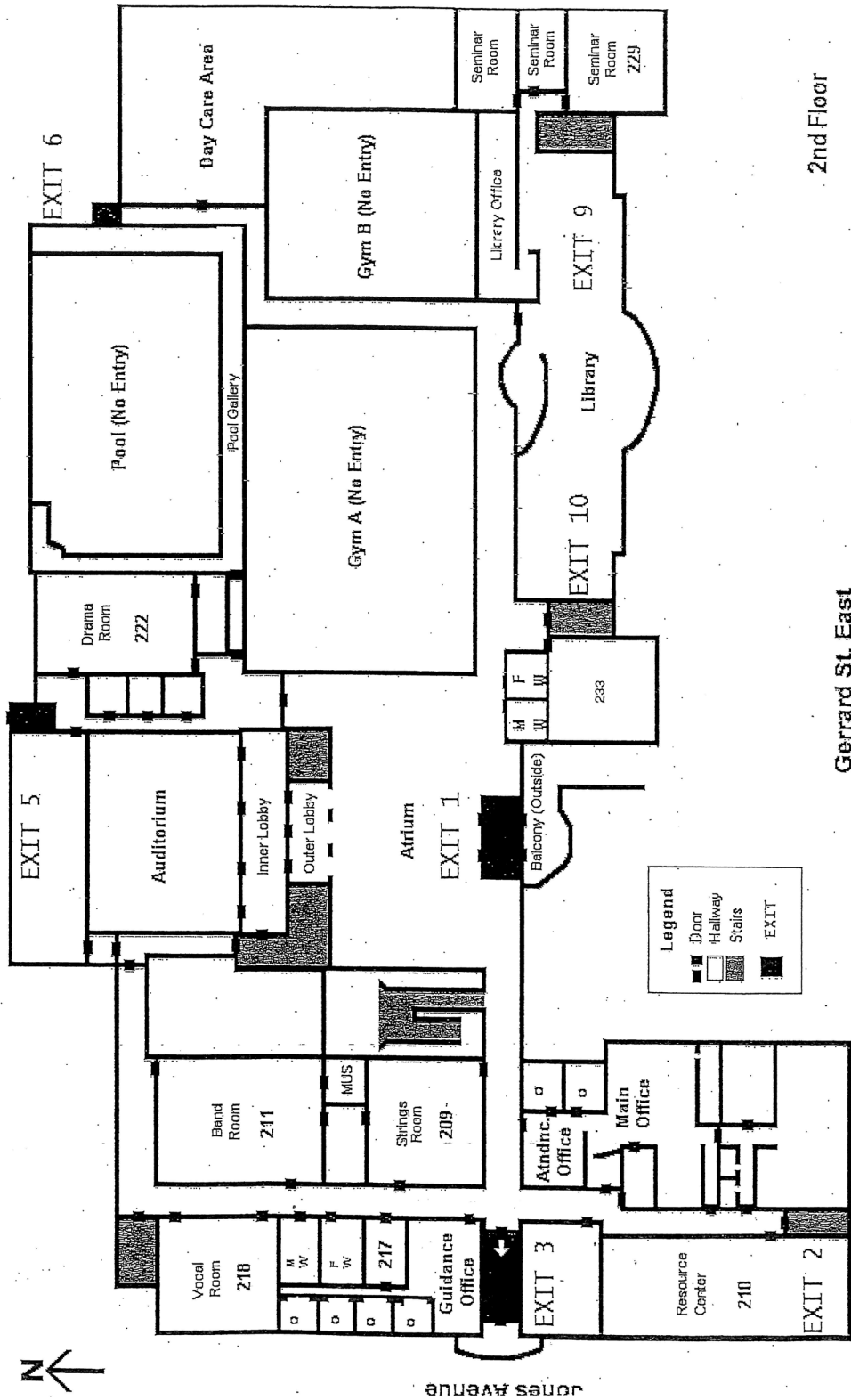
School Maps

Due to facilities retrofit renovations taking place during the summer 2024, these maps are not up to date, updated maps are pending.



1st Floor

Gerrard St. East



2nd Floor

Gerrard St. East

