

RIVERDALE C.I. STUDENT HANDBOOK

2023-2024

Riverdale Collegiate Institute

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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 of the treaties in Ontario at the following website:
<https://www.ontario.ca/aboriginal/treaties>



Athletics at Riverdale CI

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

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	Library Crew
After-School Math Program	Lacrosse - Girls
Amplified Christian Fellowship	Lion Dance Club and Martial Arts Club
Anime Club	Math Contests: Gr. 9, 10, 11 & 12
Archery	Mystery Club
Art Club	Music Tri-Council
Badminton – Girls, Boys, Mixed	Orchestra
Bakka Manga Drawing Club	OSU! Club
Band – Sr., Int., Jr., Jazz	Peer Buddies
Band Executive	Peer Tutoring
Bari-Tones	Plan for Change/PlanYouth Club
Baseball - Boys	Prom Committee
Basketball	Riverdale Athletic Association (RAA)
Because I'm A Girl Club	Rap Club
Biology and Physics Contests	Riverdale Against Discrimination (R.A.D.)
Boys To Men	Riverdale Environment Action League (R.E.A.L.)
Ball Hockey - Boys	Riverdale League Community
Breakdancing Club	Riverdale Muslim Students' Association
Breakfast Club	Riverdale Readers
Ceramics Club	Riverdale Spectator (Newspaper)
Chamber Choir	RPG/Fantasy Club
Chemistry Contests	Robotics Team
Chess Club	Rugby, Rugby Sevens
Chinese Club	School Reach
Chinese Dance Club	Science Club
Computer Club	Slow Pitch – Girls
Choral Ensemble	Smash Bros. Club
Cross Country Running	Soccer - Boys
Curling	Soccer - Girls
Dance Club	Speed Stacking Club
DECA Business Club	Stage Crew
Debate Team	Strings Executive
Doctor Who Club	Student Council
Drama Club	Students Against Sexual Stereotypes and
Engineering Club	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
Jazz Club	

Curriculum Leaders

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

General Information

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 \$30.00 for the Yearbook and \$30.00 to support extra-curriculars. 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, (\$30)
- 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

Typically, each student will be assigned a locker for the year, this is dependent on enrollment and the number of lockers we have available. 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.

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.

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 because 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 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 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.

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, Evaluation and Reporting Policy (cont...)

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 (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 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.

Assessment, Evaluation and Reporting Policy (cont...)

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;
- 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.

Assessment, Evaluation and Reporting Policy (cont...)

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. 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 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 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, 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.

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 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 decide 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 is not 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 CI

Students that leave Riverdale C.I. cannot return to register again in future semesters. Families will be requested to complete the *Request to Exit/Transfer from Riverdale* form (see below).



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 TDSBchromebook - 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. 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.

Students are expected to behave with respect in the community. When students are in the community, they represent Riverdale C.I. and reflect RCI's values.

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.

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.

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.

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 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 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.).

Work Habits

In order to be academically successful, students are expected to come to their classes prepared with the required learning materials, 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.

Riverdale Collegiate Code of Behaviour (cont...)

Dress Code

The TDSB has adopted a Student Dress Policy (2019) 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 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 Po42 the following also applies to the dress code policy, in that students must:

- a) Conform with established health and safety requirements for the intended activity
- b) 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
- c) Not promote offensive, lewd, vulgar, or obscene images or language, including profanity, hate and pornography
- d) 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;
- e) 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
- f) 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
- g) 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 (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 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, language or actions that violates the Ontario Human Rights Code* is not acceptable. **Alcohol, vapes, 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.

* 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.

Riverdale Collegiate Code of Behaviour (cont...)

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 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 with teacher supervision. It is at the discretion of the school administration whether spectators are permitted.
- 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. It is at the discretion of the school administration whether spectators are permitted.

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.

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.

Key Dates - School Year Calendar

2023-2024

The first day of classes at Riverdale is Tuesday, September 5th, 2023

Professional Activity Days	Oct	Nov	Dec	Feb	Apr	June
Secondary Schools	6	17		1, 16	19	27, 28

Late Start Dates	
Semester 1	Semester 2
Wednesday, September 20, 2023	Wednesday, February 21, 2024
Wednesday, September 27, 2023	Wednesday, February 28, 2024
Wednesday, October 18, 2023	Wednesday, March 20, 2024
Wednesday, October 25, 2023	Wednesday, March 27, 2024
Wednesday, November 22, 2023	Wednesday, April 17, 2024
Wednesday, November 29, 2023	Wednesday, April 24, 2024
Wednesday, December 13, 2023	Wednesday, May 22, 2024
Wednesday, December 20, 2023	Wednesday, May 29, 2024
Wednesday, January 10, 2024	
Wednesday, January 17, 2023	

Parent/Guardian Family Engagement Opportunities		
	Semester 1	Semester 2
Special Education Info Night	Thursday, September 21, 2023 • 6:00 – 6:30 p.m.	---
Gr. 9 Curriculum Night	Thursday, September 21, 2023 • 6:30-8:00 p.m.	---
Parent/Guardian Interviews • Afternoon Session • Evening Session	Thursday, October 26, 2023 • 1:30 -3:30 p.m. • 6:00 – 8:00 p.m.	Thursday, April 4, 2024 • 1:30 -3:30 p.m. • 6:00 – 8:00 p.m.
School Council • Hybrid Meetings (In Person & On Zoom) • Will move to Zoom only in inclement weather	7:00 – 8:30 p.m. • Thursday, September 14, 2023 • Wednesday, October 4, 2023 (Tentative Election Date) • Thursday, November 2, 2023 • Wednesday, December 6, 2023 • Wednesday, January 10, 2024	7:00 – 8:30 p.m. • Thursday, February 8, 2024 • Wednesday, March 6, 2024 • Wednesday, April 3, 2024 • Wednesday, May 1, 2024

Dates to Remember - School Year Holidays (as per Ministry of Education)	
Labour Day:	September 4, 2023
Thanksgiving:	October 9, 2023
Winter Break:	December 25, 2023 – January 5, 2024
Family Day:	February 19, 2024
Mid-Winter Break:	March 11 - 15, 2024
Good Friday:	March 29, 2024
Easter Monday:	April 1, 2024
Victoria Day:	May 20, 2024

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 (continued)

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 10:10 - 11:10 a.m.</u> <u>Instructional Time 11:10 - 12:10 p.m.</u>	Class A <u>Assembly 10:10 - 11:10 a.m.</u> <u>Instructional Time 11:10 - 12:10 p.m.</u>
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 (continued)

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 12:10 - 1:10 p.m.</u> <u>Instructional Time 1:10 - 2:10 p.m.</u>	Class D <u>Assembly 12:10 - 1:10 p.m.</u> <u>Instructional Time 1:10 - 2:10 p.m.</u>
Period 4 2:15 - 3:15 p.m.	Class D	Class C

First Day Schedule	Day 1 September 5, 2023
Period 1 9:30 – 10:40 a.m.	Class A*
Period 2 10:45 – 11:50 a.m.	Class B
Lunch 11:50 - 1:00 p.m.	LUNCH
Period 3 1:00 - 2:05 p.m.	Class C
Period 4 2:10 - 3:15 p.m.	Class D

**Includes opening exercise*