

# MORRISH PARENT/STUDENT HANDBOOK

## SCHOOL HOURS AND ROUTINES

The following schedule does not include meeting times for co-curricular activities. Remedial assistance is available after dismissal and students who do not travel on school busses may be detained for incomplete work. Parents will be informed if children are detained.

### Schedule: Grades 1-8

|                       |   |                          |
|-----------------------|---|--------------------------|
| 8:30 a.m.-8:40 a.m.   | - | Schoolyard Supervision   |
| 8:40 a.m.             | - | Entry                    |
| 8:45 a.m.-11:25 a.m.  | - | Morning Session          |
| 10:25 a.m.-10:35 a.m. | - | <b>Morning Recess</b>    |
| 11:25 a.m.-12:35 p.m. | - | <b>Lunch Break</b>       |
| 12:40 p.m.-3:20 p.m.  | - | <b>Afternoon Session</b> |
| 2:20 p.m.-2:30 p.m.   | - | <b>Afternoon Recess</b>  |
| 3:20 p.m.             | - | Dismissal                |
| 3:20-3:30 p.m.        | - | Dismissal Supervision    |



### Office Hours

The school office is open from 8:30 a.m.-4:00 p.m., Monday through Friday. Voice-mail messages may be left at other times. The office is closed during the summer when school is not in session except for one week prior to the first week of classes in September, and four days after the last day of school.

### Entrance/Exit Doors

Students should enter and leave the school by the doors designated for their classroom. The front doors should only be used in cases of late arrival and early dismissal (Door 1). Parents and caregivers that meet children after dismissal are asked to wait outside at a pre-arranged location. The intent of this policy is not to discourage informal contact with staff. Rather, it is to reduce the likelihood of unauthorized entry by strangers. During the school day, our outside doors are locked.

|               |   |                                    |
|---------------|---|------------------------------------|
| Door 2        | - | JK and SK                          |
| Doors 3       | - | Rooms 100, 200, 201, 202           |
| Doors 4 Right | - | Rooms 103, 104, 105, 106, 107, 108 |
| Doors 4 Left  | - | Rooms 203, 204, 205, 206, 207, 208 |

### Schoolyard Supervision

In addition to recess, the schoolyard is supervised from 8:30-8:40 a.m. and during the lunch break from 11:50 a.m.-12:35 p.m. After-school supervision is provided for the driveway loop area only from 3:20-3:30 p.m. Unless supervised by parents or caregivers, children should not be in the schoolyard at unsupervised times. Those walking home should leave school property promptly after dismissal.

**Parents or caregivers must be punctual if picking up children.**

### Attendance

Enduring knowledge and understanding comes from hands-on experiences and interactions with teachers and classmates. **Daily attendance is required except for illness, religious observances or mitigating family circumstances.**

**Safe Arrival Program:** In the interest of safety, we make every effort to know the whereabouts of children during school hours. Parents should phone the office (416-396-6730) to report a child's absence. If your child is going to be away, please leave a voice-mail message in our Safe Arrival voice mailbox at any time prior to the absence. Please leave the child's name, grade or teacher and the reason for the absence. If a child is absent without notification, an automated attendance call out will attempt to contact a parent/guardian. If contact cannot be made, the police will be called.

**Late Arrival:** A positive and prompt beginning sets the tone for a successful school day. Students are expected to be in class by 8:45 a.m. for the morning session and 12:40 p.m. for the afternoon session. Students who arrive late must report to the office to sign-in and obtain an admit slip. Those who fail to sign-in may be marked absent.

**Early Dismissal:** Parents who arrive before the dismissal time should report to the office and their children will be paged. If a student has a pre-arranged appointment, parents should provide written consent for the child to be dismissed early and note it in the child's agenda. Non-custodial adults require parental consent to pick-up children. When a student needs to leave the school unexpectedly (e.g., when going home ill, family circumstance), verbal permission directly from a parent/guardian must be obtained by the office. For the safety of all students, the parent/guardian must meet the student in the office and sign him/her out.

**Extended Absences:** Parents are asked to make every effort to schedule family vacations during school holidays. The office appreciates advance notification if children will be absent for an extended period. The teachers are not responsible for providing alternative assignments for students on extended absences. Effective learning activities that parents can provide for children of all ages include involving them in trip planning, daily reading and journal writing.

**Moving:** Parents should provide advance notification if moving to a new school catchment area as this provides the office with sufficient time to prepare and forward records that will assist in the proper class placement at the new school.

### Co-curricular Activities

Co-curricular activities are an extension of the academic program and an integral part of student life. Many activities occur during lunch recess but others occur either in the morning before classes or after school. The extra time and effort expended by staff and other volunteers who organize and supervise these activities is much appreciated. Co-curricular information will be published in our newsletters and dates included on the monthly calendar. Students should listen each morning to our announcements for activity meeting times and locations.

### Emergency School Closure

Once opened for the day, the school will usually remain open. Occasionally, severe weather, accidents or a disruption in utility services requires the Board to cancel transportation and/or close schools temporarily. Local radio and TV stations will announce school closures or bus cancellations beginning at 6:30 a.m. The cancellation of buses does not mean that Morrish is closed. A school must be specifically named or the media announcements must mention that all schools in the TDSB are closed. Parents are asked not to call schools or Board officials to find out if schools are closed as our telephone lines must be kept open for emergency communication.

Our telephone service does not have the capacity to enable prompt communication between all our parents and children so emergency plans for an early school closure should be established in advance. Please use the "[Severe Weather Procedures](#)" form, distributed in September or at registration to inform us of your contingency plans.

During severe weather conditions, parents may choose to pick up their children early. Those who are not picked up early will be dismissed at the regular time, if it is safe to do so.

There are other emergencies which may affect Morrish Public School and these include an emergency evacuation and relocation to a nearby site or an evacuation of the community by the City as a result of a major fire, chemical spill or emergency at the Pickering Nuclear Generating Stations. Responding appropriately is of the utmost importance. Each type of emergency has a specific plan and course of action. To assist in communication with parents/guardians during an emergency, please make certain that all records such as health problems, home and business telephone numbers, addresses and telephone numbers of childcare providers are up to date at all times. Kindly call the office to make any updates. If we should encounter any telephone numbers being reported as not in service or if we have mail returned advising that the family has moved, we will contact you to seek clarification.

### Excursions

Excursions are carefully selected and planned in relation to the curriculum. Fees may be levied to cover associated costs and families who are unable to pay the fees should contact the principal. Students not participating on an excursion should come to school and an alternative program will be provided. There may be situations when a student has paid for an excursion but is unable to participate (e.g., misbehaviour, late arrival, etc.). In these situations, entry fees will be refunded, if possible. However, since the transportation portion is determined in advance and shared among all students originally scheduled to be involved, this cost may not be refunded.

### Inclement Weather

Appropriate dress is expected for winter weather, however, on extremely cold or rainy mornings, children are permitted to enter the school at 8:30 a.m. by their assigned doors and wait near the doors. Those who walk should try to time their arrival as close to the entry

time as possible (i.e., 8:40 a.m. or 12:35 p.m.). On extremely cold days, recess and lunch break routines will be altered as follows:

- When temperature and/or wind chill factor indicates  $-28^{\circ}\text{C}$  or lower, students will remain indoors.
- When temperature and/or wind chill factor indicates  $-20^{\circ}$  to  $-28^{\circ}\text{C}$ , recesses may be shortened to 10 minutes and lunch recess to 20 minutes.

#### **Lockers**

All grade 7 and 8 students are assigned lockers. Students are responsible for purchasing combination locks and for keeping their lockers secure and in good condition. All combinations and serial numbers are kept on file in the office for emergency access only.

#### **Lost and Found**

Our lost and found is located in the hallway beside the library. Unclaimed items are donated to charity throughout the school year. We recommend that names be put on all personal items and student belongings to facilitate their prompt return. Lost and found items are usually put on display in the hallway outside the gymnasium for parental perusal before or after evening events and performances.

#### **Lunch**

A "Lunch Routines" form, valid for the school year, will be sent home with all children as part of the first day information package. The form enables staff to be knowledgeable about each child's lunch routines and whereabouts. Those who live within walking distance of Morrish and with parents or caregivers at home during the lunch break are expected to eat at home. We recognize that some children need to eat at school, particularly those who attend the Morrish YMCA Daycare. Children in grades 1-8 remaining at Morrish during the lunch break will be supervised and eat in the one of our lunchrooms from 11:30-11:55 a.m. Kindergarten children will eat lunch in the lunchroom from 11:55 a.m. to 12:35 p.m. Children staying at school are expected to abide by all lunch routines and expectations. If a child's behaviour is consistently inappropriate, parents will be notified and the privilege of eating at school may be temporarily suspended. We request that families pack food in reusable or recyclable containers when possible and all refuse be taken home as we are a litterless lunch facility. Please use ice packs to keep food cool.

**Students** are permitted to leave school property during the lunch break to go home or to a caregiver's house if parents provide written authorization (i.e., the "Lunch Routines" form). Students are not permitted to sign out to visit neighbourhood stores or restaurants. They should return no earlier than 12:25 p.m. and, when there is inclement weather, try to time their arrival as close to the entry time as possible – 12:35 p.m.

#### **Recess**

Students are expected to dress appropriately for the weather conditions and go outside for recess unless they are participating in a supervised indoor activity. Exceptions are made for inclement weather and those with injuries or serious medical conditions.

### **HEALTH & WELFARE**

#### **Appropriate Dress**

Children should dress appropriately for the weather. Children are expected to bring a coat to school on any day that the minimum temperature falls below  $15^{\circ}\text{C}$ . During winter, hats, gloves or mittens and boots should be worn outside and youngsters should wear snow pants. Hats with a wide brim or back flap and sunglasses should be worn outside during spring and summer to protect against ultraviolet radiation. During the muddy and winter seasons, footwear worn outside should be left in the locker or the hallway outside the classroom to help keep the classrooms clean. For safety reasons, and to be prepared for possible emergencies such as fire drills, indoor shoes (please see Dress Code section) must be worn at all times within the school.

**Physical Education:** Appropriate clothing and footwear is expected for physical education classes. Running shoes, sweat pants, shorts and t-shirts are examples of suitable clothing. Loose fitting clothing and hard-soled shoes can inhibit movement or cause injury during active movement. Hanging jewelry should not be worn and long hair should be tied back. An eyeglass strap should be used or eyeglasses can be removed if adequate vision can be maintained. Shatterproof lenses are also recommended.

#### **Communicable Diseases**

Diseases such as Chickenpox (Varicella), Measles, Rubella and West Nile Virus Illness require exclusion from school and a doctor's written authorization is required before a person can return. Under the Health Protection and Promotion Act, head lice are not a communicable disease.

#### **Head Lice (Pediculosis)**

Head lice are 1-2 mm long, wingless, grayish-brown insects that live on human hair. Anyone who comes in close head-to-head contact with someone who already has head lice can become infected. Individuals with head lice may not return to school until the appropriate treatment is administered and all nits are removed from the hair. Treatment products and information can be obtained from a pharmacist or doctor.

#### **Illness**

People should stay home whenever they have a fever, extreme congestion or other symptoms that inhibit participation in regular activities. Sending sick children to school and requesting that they stay in at recess and/or during the lunch break is problematic. The virus may spread to other people, supervision is difficult to provide and we do not have adequate facilities for children to lie down for extended periods. If a child becomes ill, we will contact the parents.

#### **Injuries**

First aid will be provided by trained staff for minor injuries (e.g., a scraped knee, cut lip). For more serious injuries, first aid will be administered and parents contacted. The decision to obtain follow-up treatment is made by the parents who would be required to pick-up their children. Our staff is not trained to diagnose, or treat injuries beyond the first-aid level. Emergency Medical Services will be called if deemed necessary and this may require ambulance transportation to a hospital (parents will be contacted). It is imperative that the school can contact a parent/guardian at any time. We require the name and telephone number of a relative or neighbour who can care for a student if a parent is unavailable. When no one can be contacted, the school is authorized to take a student to the hospital emergency room. Often however, no treatment can be performed without parental permission.

#### **Medication**

Should it be necessary for school personnel to administer medication to students, the Administration of Prescribed Medication form must be completed by the parent/guardian and signed by the child's doctor, specifying the medication and dosage. This form must be completed prior to any medication being administered by school staff. Medications will be stored in the office and administered under the supervision of the principal or designate. Forms are available from the office or the classroom teacher.

**Anaphylaxis Management Plan:** All parents are asked to provide their children with nut-free lunches and snacks and to consult with the teacher before providing food for the classroom. While the risk of accidental exposure to an allergen can be significantly reduced, it can never be eliminated. Therefore, the staff cannot assume responsibility for providing a "peanut-free" (or other allergen free) environment. However, the following measures will help reduce the risk of an anaphylactic reaction:

- Parents of anaphylactic children complete "Anaphylaxis Emergency Plan" and submit to the school office for use and distribution to staff
- Teachers conduct ongoing food safety discussions.
- Anaphylactic children eat at separate lunch tables and are asked not to share food with other children.

#### **Reporting Child Abuse and Neglect**

The Ontario Child and Family Services Act outlines services that are provided for families and children, including those who are or may be victims of neglect or child abuse. The Act clearly states that members of the public, including professionals who work with children (e.g., day care givers, teachers, doctors), have an obligation to report to a Children's Aid Society any child who is suspected of being or who may be in need of protection. For further information, please contact the Toronto Children's Aid Society at 416-924-4640.

## Student Information Sheet

A copy of the [Student Information Sheet](#) currently on file in the office is sent home each year for review and update. Kindly keep the office informed of address and phone number changes that occur throughout the school year. The office also needs to be informed of any chronic health problems (e.g., asthma, diabetes, severe allergy, seizure disorder). In regard to **Legal Custody Orders**, both parents have the right to access information, meet with staff and pick up children from school unless a copy of a court order is on file to indicate otherwise.

## ACADEMIC INFORMATION

### Assessment and Evaluation

Assessment is a continuous process of tracking growth and measuring achievement. The grades or marks reflect the extent to which a student has met the expectations for his or her grade. Expectations describe the knowledge and skills that students are expected to develop and demonstrate. Evaluation is based on the prescribed achievement levels with "level 3" representing achievement that is considered to be the standard for the grade. Work samples, journals, checklists, tests and teacher observations are some of the tools used to evaluate achievement.

In the TDSB, there is an expectation of fair, consistent and transparent assessment, evaluation and reporting strategies. Assessments and evaluations are designed to provide students with multiple, positive opportunities to demonstrate their learning skills and work habits and their understanding of the curriculum expectations.

### *Academic Honesty: Cheating and Plagiarism Grades 1 – 12*

All students in the Toronto District School Board are expected to submit their own work for evaluation. Cheating and plagiarism will not be condoned. *Cheating* is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating would be defined as the deviation from the behaviour expected in an evaluation situation. Examples include but are not limited to: Using another student's work on a test or any other evaluation; unauthorized use of electronic media to obtain answers during an evaluation or bringing unauthorized notes or notations into an evaluation. *Plagiarism* is defined as the use of close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, Grade 1-12, 2010, p. 151) Examples include: Copying and pasting from the internet or other electronic sites without citing the source; or omitting quotation marks for direct quotations even if the sources have been cited.

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

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

Schools currently have the option of using a plagiarism detection service offered through Turnitin to confirm the originality of the work assignments submitted by students in the classroom. (See Operational Procedure PR.590)

### *Consequences of Academic Dishonesty*

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

### *Minimum Consequences for Plagiarism*

A consequence for cheating and plagiarism may be a mark of zero for the assignment / exam in question.

A repeated pattern of academic dishonesty may result in an escalating severity of consequences.

All students who face the consequences of plagiarism or cheating have the right to appeal the teacher's decision to the principal/vice-principal.

For a copy of the Procedure on Academic Honesty PR613:

Go to TDSB website at [www.tdsb.on.ca](http://www.tdsb.on.ca). Click on "Parents" tab, Select and click on "TDSB Policies", Select and click on Click on "Procedures".

### *The Evaluation of Late and Missed Assignments Grades 7 - 12*

Students are responsible for their own behaviour and for completing and submitting work for evaluation on time. Students must make themselves aware of each due date and the ultimate deadline which is the last opportunity a student has for submitting an assignment for evaluation. Teachers support students in the development of their learning skills and work habits that make them successful learners. Teachers, students and parents will work together and use a number of strategies to ensure that students complete their work and submit it on time. Suggested strategies include:

- counselling the student and offering extra help;
- setting up a student contract;
- helping students develop better time-management skills;
- scheduling conferences with student and parents/guardians
- referring to the student's IEP for suggested accommodations/modifications; and
- providing alternative forms of assignments.

Should the need occur, students must advise their teacher when a challenge will prevent the student from submitting work on time. The teacher will use professional judgement and consider extenuating circumstances for individual students. Students must also understand that there are consequences for incomplete, missing and late assignments. When a significant number of strategies have been tried, marks may be deducted up to and including the full value of the assignment.

### Curriculum

Curriculum expectations and standards are set by the Ontario Ministry of Education. The provincial curriculum specifies what students are expected to know and what they should be able to do at each grade level throughout the province. Documents for each subject and grade level are on their website at [www.edu.gov.on.ca](http://www.edu.gov.on.ca). An integrated, thematic approach is often used to organize the delivery of curriculum because subjects often relate to each other and share common skills, knowledge and expectations.

### Homework

Homework is an important part of the academic program. For the younger grades, we recommend that parents read with their children and ask them to talk about their day. Homework activities for older pupils can include catching up on missed work, studying for tests, practising their musical instrument, reviewing or revising notes or working on projects. The amount of time spent on homework is influenced by the student's grade, workload and work habits. Please see the TDSB Homework Policy at [www.tdsb.on.ca](http://www.tdsb.on.ca).

### Individual Education Plan (IEP)

The Individual Education Plan (IEP) is a written plan of action for pupils identified as exceptional and requiring special education program support or those determined by the School Support Team to be requiring special education program support. It is a working document that contains a summary of a student's strengths and needs, a statement of learning goals and expectations and information on program services and the resources employed to meet the student's educational needs. It is not intended to be a description of everything that will be taught. Parents are consulted as part of the initial development and ongoing revision of the IEP.

### Ontario School Record (OSR) Folder

The Ontario Student Record (OSR) is the confidential record of a pupil's educational progress through schools in Ontario. The OSR contains copies of the report cards, assessment results and other educational documentation. The information in the OSR is available to the teachers and administrators. Parental consent is required for Board support staff to view the OSR in order to assist with programming. Parents, in the presence of the principal or designate, can review the contents of the OSR folder.

### Provincial Testing

The Ontario Education Quality and Accountability Office assesses all elementary pupils in Grades 3 and 6 annually during late May/early June. Results for each student are sent to the parents in the fall. Aggregate results for our school are published in our newsletter, on our website and by news media.

## Reporting Achievement

Report cards are issued three times a year in November, February and June. Distribution dates will be published in our newsletters and calendars. In November, parents are invited to a parent-teacher conference. Parents can also request an appointment with a teacher at any time.

## School Support Team

If teachers believe that assistance is required with meeting a pupil's educational needs, they may request a meeting of the School Support Team (SST). Teachers, the principal or vice-principal and Board staff (e.g., social workers, psychologists, and speech-language pathologists) attend the meetings. Parents are invited to attend these meetings. Possible classroom strategies and accommodations are discussed, or if these have already been tried and further supports are required, resources outside the classroom may be considered as well. As a result of the meetings, a student may have an Individual Education Plan (IEP) developed and may receive support from one of our special education resource teachers (SERT) or the student may be considered for a special education identification and classroom placement.

## SCHOOL CLIMATE

### Code of Conduct

This Code of Conduct was created and revised through the combined consultation and efforts of students, teachers, parents, and school administration. Current provincial legislation and TDSB policies and procedures provided the foundation for this document. Revised March, 2014.

### Standards of Behaviour

All members of the school community must:

- respect the rights of others regardless of race, ancestry, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- demonstrate honesty and integrity;
- show proper care for school and community property;
- take appropriate measures to be a good citizen and help those in need;
- respect all adults and students including persons who are in a position of authority.

### Physical Safety

All members of the school community must:

- seek assistance to solve problems peacefully;
- not possess any weapon;
- not threaten, cause injury or intimidate others;
- not be in possession of, under the influence of, or provide others with alcohol or illegal drugs.

Our rules and expectations will be clearly explained and consistently applied. A copy of the Toronto District School Board's Consequences of Inappropriate Student Behaviour, which addresses more serious misbehaviour, is published in the agenda and at [www.tdsb.on.ca](http://www.tdsb.on.ca).

### Student Responsibilities:

All students must:

- come punctually to school prepared and ready to learn in every class follow established rules and policies and take responsibility for their actions;
- have all communication devices turned off and away while at school;
- dress appropriately and follow the dress code as established by the school;
- complete assignments on time to the best of their abilities;
- resolve conflicts in a positive manner.

### Staff Responsibilities:

All staff must:

- provide a stimulating and safe environment to address the needs and talents of each individual;
- encourage open communication with students and parents/guardians on a regular basis;
- respect the rights of individuals in a fair and consistent manner.

### Parent Responsibilities:

All parents/guardians must:

- show an active interest in their child's school work, homework, and progress;
- ensure the child is prompt and attends school regularly;
- communicate regularly with the school;

- promptly report their child's absence or late arrival;
- be responsible for the safety of their child before and after normal school hours;
- assist the school in dealing with any behavioural concerns.

### When difficulties arise, staff will consider:

- The ages of the individuals involved.
- Intent to cause personal injury or damage to property and extent of injuries or property damage.
- Prior disciplinary action.
- Relevant mitigating or extenuating circumstances.
- Willingness of the individual to accept responsibility and undertake restitution.
- Provincial legislation and policy and the Board's Code of Conduct and Safe Schools Policies.

### When administering consequences:

- All Ministry of Education, TDSB and school policies and procedures will be followed.
- Safety will be given the highest priority.
- All parties will be treated with fairness and consistency
- Consequences for inappropriate behaviour will be graduated (i.e., "progressive discipline") and children referred to the office will be counselled as to more appropriate behaviour and/or participate in restorative justice.
- A growth plan or contract may be developed in collaboration with parents to help a child improve his or her behaviour or academic performance.
- The following is a partial list of actions for unacceptable student behaviour:
  - Withdrawal of privileges (e.g., withdrawal from recess, withdrawal of the privilege to participate on an excursion or in a special event);
  - Detention;
  - Interview between teacher(s) and parent(s) by telephone or formal conference;
  - Implementation of a program to help modify behaviour;
  - Interview between student and teacher, Vice-Principal or Principal;
  - Temporary removal of a student from the classroom to another supervised location;
  - Involvement of outside agency, or support services (e.g., police, social work);
  - Reference to the Chart of Consequences of Inappropriate Student Behaviour.

### On-line Code of Conduct

The Toronto District School Board (TDSB) provides on-line systems and resources for use by employees and students. On-line resources include all material that is accessed through a computer or telecommunications network. The On-line Code of Conduct outlines the responsibilities of the Board, staff, students and parents and it provides a set of expectations for the use of computers and the Internet at our school, and each student must sign the agreement.

### SAFE SCHOOL PROCEDURES

#### Dress Code

Clothing with offensive images or words is not allowed (i.e., any clothing that promotes drugs, alcohol, violence, and vulgarity, offends an identifiable group, has sexual connotations or suggests racial intolerance). No hats or headgear, with the exception of religious attire, may be worn inside the school. Appropriate footwear is required at all times. For indoor shoes, students are asked to bring a pair of running shoes so that they may fully participate in all physical education classes and in daily physical activity (DPA). Beach clothing, short shorts, cropped tops and halter-tops are not acceptable. Students who are inappropriately dressed will be directed to the office and the parents may be notified. All backpacks and coats are to be stored in classrooms/lockers.

#### Fire Safety and Lock Down Drills

Exit routes are posted in each room and fire drills are held six times per year to ensure that routines are established. All parents/visitors in the building are expected to leave in an orderly fashion and to move away from the building as well as giving their name to the teacher nearest to their waiting area for reporting purposes. A bell will signal when it is time to re-enter the building.

Some emergency situations may prevent the safe evacuation of a school building and may require steps to isolate students and staff from danger by instituting a school Lock Down or a Hold and Secure.

In a Lock Down or Hold and Secure situation, all students are kept in classrooms or other designated locations that are away from the danger. These Lock Down Procedures include specific plans to keep students, teachers and other school personnel safe in the event of a serious accident, violent incident or act of terrorism. Drills are held at least two times per school year.

**Parking Lot**

We understand that some parents or caregivers prefer to drive children to and from school. However, in consideration for the safety of everyone, we ask that drivers use caution and abide by our safety rules. To ensure accessibility by emergency vehicles, and to keep all student pedestrian traffic out of the parking lot, parents or caregivers are not permitted to enter the parking lot during any entry or dismissal times. Parents or caregivers should make use of the drive through to drop-off/pick-up their children. Parking is not permitted in the drive through loop. If you would prefer to park and wait with/for your child, parking is permitted on the south side of Canmore Boulevard. We would ask you to please walk with your children to and from the entrance/exit doors, following sidewalks and pathways. Remember when transporting children to make sure that they buckle up and place small children in a car or booster seat.

**Personal Items**

**Bicycles, Skateboards, Scooters and In-line Skates:** Students may bring bicycles to school with parental permission and if they wear a bike helmet. Under the Highway Traffic Act, parents can be fined if their child is not wearing a helmet. All bicycles must be locked to the fence. For safety reasons, cyclists must walk their bicycles on school property. In-line-skating, skateboarding and the use of a scooter are not permitted on school grounds and these items should not be brought to school.

**Cell Phones, Pagers, and Personal Music Players:** Students may possess personal communication devices while on school property however the personal communication device shall be turned off and placed out of view during the regular school day, including lunchtime, on excursions and at all co-curricular and school-related activities.

**Other Items:** Laser pointers and weapons (real or toy) are prohibited on school property.

**Valuables at School:** Valuables and large sums of money should not be brought to school. These items may include but are not limited to: toys, jewellery, cameras, or electronic games. The Board is not responsible for lost or stolen property.

**Transportation**

Riding on a school bus is a privilege. Passengers violating the behavioural expectations may be reported to the principal and may be suspended from riding the bus until assurance is received that the rules will be observed. Please consult [School Bus Safety Rules](#) in the student agenda for a detailed list of safety rules.

**Student Responsibilities:** Passengers must follow the safety rules that are intended to help the driver focus his or her attention on the road. The school's [Code of Conduct](#) applies on all busses and passengers are expected to cooperate with the driver.

**Visitors**

As part of our safe school initiatives, all outside doors are locked during instructional time. **Visitors should enter the school by the front doors and sign in at the main office.** A visitor badge will be issued for those needing to remain in the building. We welcome visits from parents. If you wish to attend a class, please let homeroom teachers know in advance to ensure that students are not engaged in special activities such as outings or tests. Staff may arrange for visits from individuals who have knowledge and expertise in a particular unit of study. When this occurs, parents will be informed in advance of classroom visitors.

**HOME AND SCHOOL COMMUNICATION**

The student agenda is used to record homework assignments and to facilitate communication between the home and school for all students. At the beginning of each month, the school newsletter is published during the school year. These newsletters are sent via email but if you prefer a hard copy, please let the office know. Some teachers distribute class newsletters. Most material is posted on our website <http://schoolweb.tdsb.on.ca/morrish>.

**School Council**

Our School Council's mandate is to enhance student learning through the co-operative efforts of parents, students, staff members,

and others in the community. The mandate of the council is to analyze information and serve as an advisory body to the principal on a number of significant areas that lead to school improvement. The council meets at least four times per year. Members are elected or appointed each Fall by fellow parents. We encourage the participation of parents and community members on our council.

**Volunteers**

Parents and others who volunteer are the mainstay of many programs. If you have some extra time and a desire to work with students at our school, please speak to your child's teacher or the principal. Volunteers assist in the library, in classrooms, on trips, with special events and with co-curricular activities. Prospective volunteers will receive a copy of our Volunteer Protocol. All regular volunteers must have a police reference check.

**Parent Concern Protocol**

If you have a concern about something that is happening in the classroom, please speak with the teacher first. Most concerns can be resolved at this level to the satisfaction of all parties. If after meeting with the teacher, some concerns still exist, parents are encouraged to discuss these issues with the administration. The principal is also available to discuss school policies and routines.

**Peanut-Free Snacks and Lunches**

Choose foods from [Canada's Food Guide to Healthy Eating](#). A nutritious lunch should contain three or four food groups from the guide: Grain Products, Vegetables and Fruit (preferably some of each), Milk Products and/or Meat and Alternatives.

**Don't Forget to Pack Food Safely**

- Use a thermos to keep milk cold and food like chili and pasta hot.
- To keep food cold, use frozen juice boxes or frozen bread for sandwiches (they will thaw by lunch) or use an insulated lunch bag.
- Use a thermos to keep other drinks cold or hot. Drinks should only be sent in a thermos, a plastic bottle, a juice box or an aluminum can. Please do not send any drink in a glass bottle.

**Snack Ideas**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Yogurt</li> <li>• Fresh fruit</li> <li>• Unsweetened cereal</li> <li>• Hummus &amp; pita bread</li> <li>• Yogurt with fruit</li> <li>• Milk</li> <li>• Plain popcorn</li> <li>• Bagel with cheese</li> </ul> | <ul style="list-style-type: none"> <li>• Cheese &amp; crackers</li> <li>• Raw vegetables &amp; dip</li> <li>• Milk pudding</li> <li>• Celery with cheese</li> <li>• Homemade muffins</li> <li>• Hard-cooked egg</li> <li>• 100% juice</li> <li>• Canned fruit packed in juice</li> </ul> |
|---|--|

**Sample Lunch Menu**

|                  |  |
|------------------|--|
| <b>Monday</b>    | <ul style="list-style-type: none"> <li>• Sliced ham on whole grain bread</li> <li>• Celery sticks</li> <li>• Banana</li> <li>• Milk</li> </ul>                       |
| <b>Tuesday</b>   | <ul style="list-style-type: none"> <li>• Whole grain crackers</li> <li>• Cheddar cheese</li> <li>• Carrot sticks</li> <li>• Orange juice</li> </ul>                  |
| <b>Wednesday</b> | <ul style="list-style-type: none"> <li>• Bagel with cream cheese</li> <li>• Cucumber slices</li> <li>• Fresh fruit</li> <li>• Milk</li> </ul>                        |
| <b>Thursday</b>  | <ul style="list-style-type: none"> <li>• Leftover pizza</li> <li>• Red and green pepper slices</li> <li>• Yogurt</li> <li>• Apple juice</li> </ul>                   |
| <b>Friday</b>    | <ul style="list-style-type: none"> <li>• Pita bread stuffed with tuna salad</li> <li>• Celery sticks</li> <li>• Orange sections</li> <li>• Chocolate milk</li> </ul> |

This information does not replace any advice given by a physician and does not provide all of the necessary information to manage an anaphylactic allergy. Parents and caregivers need to develop a plan for preventing and treating allergic reactions.



### School Bus Safety Rules

The following information is useful for school bus riders and their parents.

#### Rules for getting on the bus safely:

- 1) Be at the bus stop on time. Never run to or from the bus.
- 2) Wait at the designated stop in a safe place well back from the side of the road.
- 3) Remember the danger zone around the bus. The danger zone is anywhere close enough to the bus to touch it. The bus driver cannot see you when you are in the danger zone.
- 4) If you cross the street to get on the bus: when the bus comes, wait until it has come to a complete stop. The bus driver will make sure all the traffic stops. The stop arm will be out and the red lights will be flashing. Watch the driver. When the driver knows it is safe, he or she will signal you to cross, but watch for traffic yourself. Walk, don't run.
- 5) Hold the handrail as you get on the bus. Don't push or shove.

#### Rules for Safe School Bus Riding:

- 1) Take your seat promptly and sit properly, facing forward at all times.
- 2) Hold bags and parcels in your lap. Do not stick your feet into the aisle: someone might trip.
- 3) Keep your head and arms-everything-inside the bus. Don't throw anything out the windows or around in the bus.
- 4) Talk quietly. The driver must concentrate to drive the bus safely.
- 5) Save snacks for snack time at school or till you get home. They may spill or you may choke if the bus goes over a big bump.
- 6) No fighting, shouting or playing in or around the bus.
- 7) Always follow the bus driver's instructions.

#### Rules for leaving the bus safely:

- 1) When you leave the bus, hold the handrail and take two large steps away from the bus.
- 2) To cross the street in front of the bus, walk ahead at least ten giant steps (three metres). Cross only when the driver gives a signal. Cross the street in single file.
- 3) If you drop something near the bus, don't pick it up. Tell the driver or other adult.
- 4) If everyone is getting off the bus, the people at the front leave first. Do not push.
- 5) Be familiar with the rules for emergencies.

Source: Ontario School Bus Safety Binder

My bus route # is \_\_\_\_\_.

My pick-up time in the morning is \_\_\_\_\_ a.m.

My drop-off time in the afternoon is \_\_\_\_\_ p.m.

My bus driver's telephone number is \_\_\_\_\_.

### TDSB Virtual Library

Your TDSB Virtual Library is open 24/7 from school or home with digital resources and tools to help you, your teachers and families with your learning. For your school's access to the Virtual Library from home connect to:

<http://www.tdsb.on.ca/libraries/Links.asp?schoolNo=4665> or through your AW login  and a click on: . The digital resources listed below need passwords when used outside of school. On the

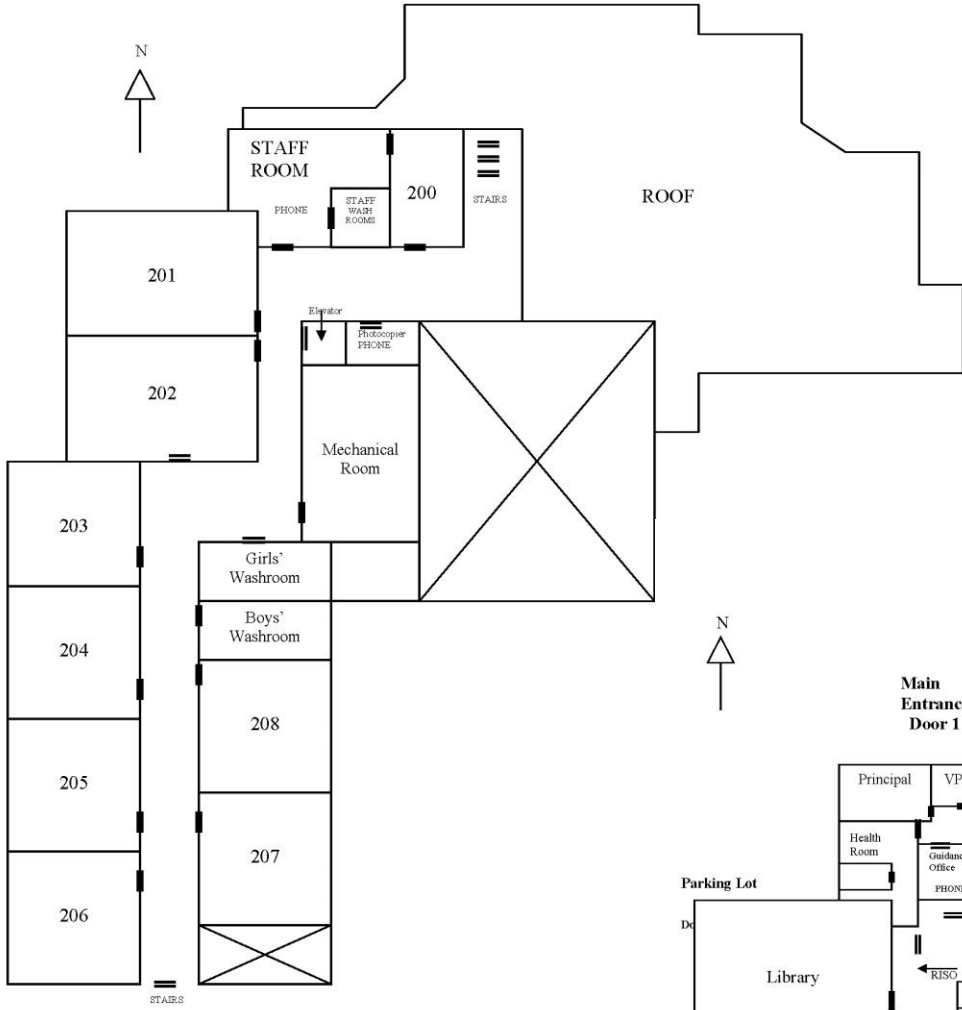
Virtual Library, click on the left navigation bar and/or the icons on the centre of the page to access the resources. Use the description column in the chart below to help you choose the digital resources that best meet your learning needs.

'Online Databases' are searchable collections of information from different sources (books, encyclopedias, journals, magazines and videos), which you search all at once. Most have read-a-loud and translation features. Digital 'Encyclopedias' include current information, maps, and images to support curriculum subjects. 'eBooks' are digital versions of a print books that can be read online. Images & Media includes images, streamed video and music that can be searched by topic. The Research Toolkit includes student research guides. For more information please ask your teacher-librarian or email [library@tdsb.on.ca](mailto:library@tdsb.on.ca).

| DIGITAL RESOURCE                                    | LOGIN                               | PASSWORD         |
|---|-------------------------------------|------------------|
| AW (Academic Workspace)                             | Student #                           | network password |
| BookFLIX (e-books)                                  | tdsb                                | trillium         |
| Britannica Online (Encyclopedia) (OSAPAC)           | trillium                            | trillium         |
| Career Cruising (OSAPAC)                            | Ask your school Guidance Counsellor |                  |
| Can. Literary Reference Centre (databases)          | trillium                            | trillium         |
| Canadian Points of View (databases)                 | trillium                            | trillium         |
| Canadian Reference Centre (databases)               | trillium                            | trillium         |
| Capstone (eBooks)                                   | trillium                            | trillium         |
| Culture Grams (databases)                           | trillium                            | trillium         |
| Encyclopedie Universalis Jr (encyclopedias)         | trillium                            | trillium         |
| Follett Shelf - ebooks (e-books)                    | Student #                           | Student #        |
| Global Issues in Context (databases)                | trillium                            | trillium         |
| Gale Virtual Reference Library (e-books)            | trillium                            | trillium         |
| History Reference Centre (databases)                | trillium                            | trillium         |
| InfoBase e-Books (e-books)                          | trillium                            | Trillium         |
| Jobs People Do (databases)                          | TDSBjpd                             | TDSB             |
| Learn 360 - student (images & media)                | elem                                | elem             |
| Literary Reference Centre (databases)               | trillium                            | trillium         |
| Middle Search Plus (databases)                      | trillium                            | trillium         |
| Naxos Music Library - OSAPAC (databases)            | trillium                            | trillium         |
| NoveList K to 8 (databases)                         | trillium                            | trillium         |
| OERB (databases)                                    | tdsbstudent                         | tdsb             |
| PebbleGo - Animals, Earth & Space                   | trillium                            | trillium         |
| Passport to the Internet- (OSAPAC) (images & media) | Oneds10                             | 8ngeyf           |
| Imagine the Learning/Research Success               |                                     | tdsbresearch     |
| Research Guide (French)                             |                                     | recherchetdsb    |
| Science Reference Centre                            | trillium                            | trillium         |
| TABVue (eBooks)                                     | Tdsb                                | trillium         |
| Teen Health & Wellness (databases)                  | trillium                            | trillium         |

# MORRISH PUBLIC SCHOOL

## Second Floor



## MORRISH P.S. Ground Floor

