

# Parent Handbook

## 2019-2020

Dr. Eric Jackman Institute of Child Study Laboratory School  
Ontario Institute for Studies in Education  
University of Toronto

Contact: School Office 416-934-4517

School Closure Info Line: 416-978-7669

<https://www.utoronto.ca/campus-status>

Or see Twitter feed on [www.JICSfamily.com](http://www.JICSfamily.com)



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## School Purpose & Philosophy

The Dr. Eric Jackman Institute of Child Study Laboratory School is a Nursery to Grade Six elementary school in downtown Toronto. It is part of the Ontario Institute for Studies in Education at the University of Toronto and has a threefold mandate: teacher education, research, and exemplary education for the 200 children who attend the school.

Since 1926, the Dr. Eric Jackman Institute of Child Study Laboratory School at the University of Toronto has been committed to the education of young children. Incorporating the developmental, social and cognitive findings of Child Study with influences from progressive education, the Lab School has long been an exemplar of and an advocate for secure, caring, consistent, inquiry-based learning throughout the elementary years.

- Every student is viewed as individual, unique in his or her combination of developmental readiness, culture, lifestyle, learning approaches, temperament, and special talents.
- Our program and teaching reflect our belief that students have different needs at different developmental stages. Our approach is both rigorous and flexible, encouraging the construction of knowledge by teaching students to formulate questions, analyze, and solve problems.
- The Dr. Eric Jackman Institute of Child Study is committed to helping each student master important subject matter, learn to think critically and creatively, understand the values and traditions which underlie our global society, and develop a sense of personal and community responsibility.
- The Dr. Eric Jackman Institute of Child Study is a community of students and teachers, responsible to each other. We work in partnership with each parent to support and enhance the learning of each student.
- Jackman ICS provides an environment that fosters research and professional inquiry. The school makes a significant contribution to the education, human development, and applied psychology work within our university and in the wider educational community in Canada and internationally.
- The school serves a role in preparing pre-service teachers for their professional life through its contributions to the Jackman ICS Master of Arts in Child Study and Education program, providing both practicum experience, mentoring, and course instruction by our teaching staff.

## School Principles

We are proud to introduce you to the principles of our teaching practice:

At Jackman ICS:

We engage the whole child, believing that each learner is an individual who brings body, mind, emotions, relationships, and experiences to learning.

We value a diverse, deeply inter-connected school community in which all members feel known, respected, and supported as active participants.

We create a secure environment that allows self-expression, exploration, investigation, and creativity to flourish.

We believe that learning is a rigorous process of inquiry, driven by curiosity, discourse, assessment and reflection, in pursuit of idea improvement and purposeful innovation.

We believe that all learners deserve time to learn deeply, reflect on their learning, and make meaningful connections.

We commit to the dissemination of our learning, practices, and beliefs to the wider educational community.

We believe that education should be a joyful process.

### Timetable

Nursery	8:45 am to 11:45 am
Junior Kindergarten to Grade 6	8:45 am to 3:30 pm
Every Wednesday (JK to Grade 6)	8:45 am to 12:00 pm
Recess:	
Grades 1 - 3	10:00 am to 10:30 am
Grades 4 - 6	10:30 am to 11:00 am
Lunch and Recess:	
Grades 1 - 3	11:45 am to 12:45 pm
Grades 4 - 6	12:30 pm to 1:30 pm
Dismissal for all full-time pupils	3:30 pm
Pick-up from Jackman ICS playground	3:30 pm

- Please note: Nursery, JK, and SK have regular outdoor activity periods and lunchtime scheduled by their teachers.

### Calendar

Lab School Monthly Calendar for all of the school events:

<https://www.jicsfamily.com/school-calendar>

A quick glance at our Lab School Holidays this year:

<https://www.jicsfamily.com/holidays-2019-2020>

Descriptions of Annual JICS Family Events:

<https://www.jicsfamily.com/annualfamilyevents>

### Admissions Policy

Jackman ICS is committed to diversity in all forms. Three principles underlie ongoing efforts to build a unique learning community and create diverse, gender-balanced, equitable classrooms with broad-based populations representing cultural, economic, academic and social diversity: Jackman ICS aims to represent Toronto's diversity, including its aboriginal and multi-ethnic dimensions. Jackman ICS strives for economic diversity by

providing limited needs-based financial support. Jackman ICS classrooms are gender-balanced, with 10 girls and 10 boys entering in Nursery School.

A full copy of the policy is available at the School Office and on our website:  
<https://www.oise.utoronto.ca/jics/j-ics-lab-school/lab-school-admissions/>

### Anaphylaxis

**Jackman ICS is a nut-free school. We request that all families abide by this policy.**

In packing your child's lunch, please check that all ingredients listed are free of nuts and nut warnings. Classroom teachers will communicate any other anaphylactic allergies that affect your child's class.

It is the responsibility of parents with anaphylactic children to identify their children to the school using the medical forms in the School Forms Online (SFO) registration. On this form parents are asked to provide information regarding the child's allergens and history of reactions to the specified triggers. We also request for a photo of the child and permission to administer epinephrine in the event of an anaphylactic reaction. The parents are required to send in two epinephrine auto-injectors (one for the school office and one to be worn by the child at all times.) that will be effective throughout the school year. If your child attends Daycare, please provide another Epi-pen to be stored in the Daycare Office.

### Arrival Procedures

Jackman ICS employs a **Safe Arrivals** program that consists of several components:

- Parents are asked to contact the Lab School office (416-934-4517) before 8:45am to report the reason for their child's absence. There is 24-hour call answering at the Lab School.
- If the Lab School Office Administrator has not heard from an absent child's parents, a call will be placed to the parents.
- The playground is supervised from 8:30 to 8:45 a.m. every morning. For safety reasons, students are not permitted to use the climbing structures or any of the outdoor equipment during this time. The school doors open at 8:45 a.m. and classes line up briefly before entering the building. For reasons of safety and organization, children and their families enter the building through the playground doors only and not through the front door of the Institute.
- Parents and caregivers of Nursery students are asked to stay with the child/ren in the yard and take them to class at 8:45am.
- If arriving after 8:50am, please enter through the front door. The receptionist will provide an "I've arrived!" slip to the child. Our office will update the class register to indicate that your child is present and accounted for.
- The beginning of each school day is an important time for your child. There is strong evidence of academic, social, and emotional benefits for those students who are in the classroom as the day begins. Please assist us by maintaining your efforts to be at school by 8:45 a.m.

### Dismissal Procedures

- Grade 1 – 3 children  
We are asking that parents or caregivers enter the school yard to connect with their child at 3:30 pm so that the classroom teacher can ensure that each child is properly matched up before leaving the

yard. If your child attends daycare, a daycare staff member will collect your child directly from the classroom.

- Grade 4 – 6 children

Although our preference is for children to be picked up in the yard by their parent or caregiver at 3:30 pm, we recognize that children benefit from opportunities to develop independence and make sound judgements. We also recognize the challenge for adults who are driving to find a legal parking spot at that time of day. If you would like for your child/ren (Grades 4 – 6 only) to leave school property unaccompanied by an adult, please sign the form on School Forms Online (SFO). The teacher on duty will have a list of students who have parental permission to leave school property. A daycare staff member will be outside to collect any children registered for daycare who may have forgotten to go directly to the daycare.

- Kindergarten children

The Junior and Senior Kindergarten children are outside for recess at the end of day. If they are not outside, look for them inside the classroom. There will always be a Kindergarten staff member with a clip board standing outside ready to check off names as children are picked up. Parents and guardians must sign out their child with a Kindergarten staff member. Daycare students are escorted to the daycare. Kindergarten children who are not picked up by 3:30 pm are brought to the office.

- All children who are not picked up by 3:30 pm are escorted to the school office to wait for pick up. We must clear the yard at 3:30 pm so that the Daycare can move forward with licensed programming.
- Please note that on Wednesdays, dismissal time is 12:00pm unless your child is staying for Wednesday Afternoon Program, in which case dismissal time is 3:00pm.

### Parking & Driving

- There is no onsite parking available at Jackman ICS and the public streets around the building are largely no parking zones. A list of public parking lots near the school can be found on the visitor's page of our website: <https://www.oise.utoronto.ca/jics/address-directions/>
- The front of the school is reserved for a Kiss and Ride program each morning to ensure the safety of all children arriving at school. This space is for cars that are moving through in order to drop children off to Jackman ICS staff members who are outside on the sidewalk receiving students and taking them to the supervised playground. Parents cannot leave their cars in the Kiss and Ride zone as it blocks all waiting vehicles from approaching the school and creates an unsafe drop off zone.
- Parents are not to park or drop off on the west side of Walmer Road or in front of neighbours' driveways. Families are requested to cross Walmer Road at the assigned crossing place at Walmer and Kendal Roads.
- All families are requested to use Walmer Road as a one-way street heading north. This eases congestion and blockages that often occur at peak times and improves safety for our children.
- If you are picking up your child early, please drop by the school office in person to report your child's departure.
- If you are parking to attend a Parent Breakfast / school event / meeting, we encourage you to use legal street parking or public parking lots. See above for link to parking lots in the area.

### Assessment

In an inquiry-based classroom, the teacher assesses student progress on a continuous basis throughout the school year, collecting and using a wide range of information to provide an informed and comprehensive picture of the student's learning. Enabling students to express their understanding in differentiated ways is

crucial for many reasons, but especially for the following:

- The teachers' ability to differentiate instruction and assessment as a means of helping students understand how they can improve is closely related to the feelings that students have about themselves as learners specifically, and about learning in general (Ontario Ministry of Education, 2010a).
- "Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning" (Ontario Ministry of Education, 2010a).

Some examples of varied and authentic assessment sources include, but are not limited to: Student questions; inquiry lab books; portfolios; visual art, and anecdotal observations.

## Behaviour Code

### **About the Behaviour Code**

The Dr. Eric Jackman Institute of Child Study provides a safe and caring learning environment for all students through emphasizing the need for:

- Equity and respect for self and for others,
- Respect for the property of others and of the school,
- The avoidance of inappropriate behaviour (any type of bullying, hurtful words or actions, exclusion, discrimination, rudeness, dangerous activities) and anything that infringes upon others' rights, and
- Parent partnerships to encourage appropriate behaviour. Parents and teachers will be in touch regarding student behaviour, and we ask parents to work with teachers in support of this code.

When inappropriate behaviour occurs, the Lab School has several steps, which aim to encourage collaborative problem-solving skills as well as ownership of one's own actions and the consequences, which arise from these. The teacher(s) and principals become involved in helping with this process in many ways.

This code was developed by teachers, students, and parents. It is expected that all members of the school community will work together to support this code.

### **The Behaviour Code**

At Jackman ICS we value different ideas and celebrate the wide diversity of backgrounds, interests, and learning styles in our classrooms. This behaviour code is supported by these values.

The Jackman ICS Behaviour Code is based on respect.

Expectations Regarding Behaviour:

1. Members of the school community will show respect and kindness in all their interactions.
2. Actions that contribute to a respectful school culture include:
  - Use of considerate actions and language that promote inclusiveness, fair play, sharing, turn-taking, and a spirit of helpfulness.
  - Use of actions and language that promote a sense of ease and security for everyone, allowing others to comfortably learn, concentrate, listen, and respond to other perspectives.

3. All members of the school community respect the property of others and of the school.
4. Examples of unacceptable behaviour include:
  - Disrespectful language or actions that create discomfort for others.
  - Any physical or psychological aggression, such as the use of social exclusion, intimidation, or abusive language.
  - Dangerous actions that place self, others or property at risk.
5. We encourage children to intervene appropriately when another student's rights have been infringed upon.

### **Procedures for Administering the Behaviour Code**

A clear, developmentally sensitive process is in place for dealing with inappropriate behavior at Jackman ICS. Each step of the process encourages children to take responsibility for their actions as they develop social problem-solving skills. Final responsibility for the administration of the Behaviour Code rests with the principal.

#### **Steps in the Process:**

We attempt to address and resolve issues as they arise. As children grow and learn, we encourage increasing autonomy and peer support as they develop the cognitive and emotional skills to resolve difficulties with others.

1. In cases of minor misbehavior or conflict, children are first encouraged to resolve difficulties through conversation with peers. Teachers will provide as much support as needed in this process, helping children clarify intent, build empathy and awareness of other viewpoints, and recognize the impact of their actions on others.
2. The principals will become involved when either children or teachers need additional support, or a situation is ongoing or reoccurring.
3. Parents will be contacted and involved at the stages which require or benefit from parental support in the administration of the behaviour code. Open, two-way communication with between the school and parents is a priority at all stages.

### **Consequences**

Consequences for inappropriate behaviour at Jackman ICS will depend upon the severity of the misbehaviour, the age of the participants, and the effectiveness of early-stage interventions. A history of inappropriate behaviour or repeated incidents may have an impact on disciplinary decisions. Consequences are dealt with in a developmentally appropriate way involving the students, teachers, principal and parents, as needed. Consequences are logical in order to provide a learning opportunity for students. The child is included in the problem-solving/ decision making process.

The range of possible consequences include:

- Withdrawal from an activity or learning situation, ranging from a few minutes to a longer period out of the classroom.
- Withdrawal from recess to the periphery of the playground.
- Withdrawal from recess to a supervised in-school activity.

- Discussions among teacher, child, principal, and parents to plan for change including: the use of specific consequences at home and at school.
- A day of in-school suspension.
- One to three days of out-of-school suspension.
- An extended suspension from the Wednesday Afternoon Program or other extra-curricular activities.
- Extended suspension from Daycare (after repeated episodes of inappropriate behaviour in Daycare).

The Dr. Eric Jackman Institute of Child Study Laboratory School community is committed to upholding the principles of the Ontario Human Rights Code, the Canadian Bill of Rights, and the UN Convention on the Rights of the Child. All forms of discriminatory behaviour are unacceptable.

### **Behaviour Code in Child Friendly Language**

The students at JICS know that we expect everyone to treat each other with kindness and respect at all times. But we know they also need occasional reminders and opportunities to reflect on what this means in practice. Teachers discuss expectations proactively with their students, and as different situations arise, work through what respect looks like, sounds like, and feels like for everyone involved. This year we are inviting students to share their ideas about this in their own words, with an aim to write a code of behaviour that makes sense to the children within and across divisions. Last year's JKs shared their thoughts about how students should treat each other:

*Be nice  
Let them play with you  
Use your words, not hands  
Use nice words  
Share  
Don't throw things at another person  
Be kind and caring  
Do nice things that you want done to you  
Say that you like them  
Keep your promise*

The JICS Behaviour Code in adult friendly language lives on our family website for easy reference:

<https://www.jicsfamily.com/behaviour-code>

### **Birthday Policy**

Jackman ICS has a tradition to celebrate each child's birthday. Considering the various safety, equity, emotional, and other birthday issues, birthday celebrations do not include food brought from home. We want to assure you that we will celebrate each child in a special way and teachers will establish and let you know the details of their plans for each grade. This "no-food-from-home" birthday policy does not change the pleasure we take in acknowledging your child's special day.

Jackman ICS has the following practice pertaining to the celebration of birthdays: in keeping with our philosophy of nurturing kindness, we encourage care in handling all children's feelings about birthday party inclusion. Please do not feel that you and your child need to invite the whole class. However, if only some

children are being invited to a birthday party, we ask families to mail or email invitations from home and to discuss appropriate non-exclusion conversations amongst peers. If all students in the class are invited, invitations for a birthday party may be distributed at school.

**As well, we ask that students are not collected as a group for birthday parties from the school-yard, unless everyone in the class is invited. Thank you for helping us to maintain the social and emotional security of all of our students.**

Please do not plan birthday parties that interrupt the Wednesday Afternoon Program.

### Class Breakfasts

Parent/class Breakfasts are a tradition at Jackman ICS. They consist of a morning gathering in a classroom in which parents and children (and often siblings of class members) share a (nut-free) potluck breakfast. These usually start a little earlier than our usual school day begins, so parents and children alike can enjoy some breakfast together and then move on to the rest of their day's activities. Siblings are required to return to their classroom by 8:45 am so as not to miss their learning. Parent reps and classroom teacher should send proposed date for class breakfast to the school principal in advance to ensure there are no conflicts with other school events.

### Class Lists + School Directory

You can access a school directory and make any necessary changes to your contact information online in the Family Access Module (FAM) <https://familyaccess.inresonance.com/oise-utoronto/index.php>  
Class lists & emails will be emailed to all families in September.

### Communication with Parents

The Lab School feels that open communication with parents is important for the welfare of the child. Direct communication between parents and the school is achieved in a number of ways.

- The Jackman ICS Family website, dedicated to current families, is a complete gathering of information about the Lab School. Please visit our site at: [www.jicsfamily.com](http://www.jicsfamily.com)
- **Parents are required to subscribe to the blog to receive email notifications of new information that has been posted. Subscribe here: <https://www.jicsfamily.com/schoolblog>** If you are not receiving weekly email notices of new blog postings, please check your junkmail folder and be in touch with Nancy Boudreau.
- Early in the Fall, Curriculum Night is held in order to explain the class curriculum to parents. This is one of the most important forms of communication and all parents are expected to attend.
- Parent Teacher Interviews take place in the Fall and Spring Terms.
- Parents or teachers can request interviews at any time throughout the school year.
- Report cards are prepared by the child's teachers twice a year. A progress report is mailed home in December, and a full report is mailed home in late June.
- Parents' thoughts and suggestions are always welcomed by the teachers and the principal.
- The Parents' Association provides a forum for information, feedback, and discussion.
- Regular school newsletters and letters from the principal and teachers extend our communications with parents. These are archived on the Jackman ICS family website, on the Blog.

- The OISE Dean’s Advisory Board for the Lab School meets twice a year. Parents are represented on this board.
- Correspondence from the school office is sent electronically. We gather email addresses from each family for this purpose. If you prefer to receive a hardcopy of office correspondence please call Nancy Boudreau (416-934-4517).
- Follow us on Twitter: @JackmanICS
- University website: [http://www.oise.utoronto.ca/guestid/ics/Laboratory\\_School/index.html](http://www.oise.utoronto.ca/guestid/ics/Laboratory_School/index.html)

## Contact Information

### **The Lab School**

Dr. Eric Jackman Institute of Child Study Laboratory School  
 45 Walmer Road  
 Toronto, ON M5R 2X2  
 Tel: 416-934-4517 Fax: 416-934-4565

### **Faculty and Staff**

Here is the link to the JICS Lab School Faculty and Staff: <https://www.jicsfamily.com/welcome-and-staff>

Please note:

- All teachers can be contacted by calling the school office: 416-934-4517 and leaving a message.
- Email to teachers is answered in a timely way, but is not a reliable contact for same-day response.

### **The PA Association and Class Reps**

Here is the link to the Parents’ Association Executive and the Class Reps:

<https://www.jicsfamily.com/paexecandclassreps>

## Daycare

A licensed Daycare program is available to all Jackman ICS students. It opens at 8:00 am and closes at 6:00 pm. To register, please visit the Daycare webpage on our website (link below). The Daycare Supervisor, Anne Marie Bartoli, can be reached at 416-934-4522.

<https://www.jicsfamily.com/icsafterschooldaycare>

## Diversity

### *Our Mission in Action: Providing Mirrors and Windows*

At the Dr. Eric Jackman Institute of Child Study Lab School, we celebrate our differences as well as our similarities. The idea that each individual brings a unique and valuable dimension to our shared experience drives the relationships in our community. To us, growing and learning among individuals who share widely divergent life stories, and appreciating their respective cultures, is an invaluable aspect of a true education.

Nurturing a respectful and inclusive school culture means paying close attention to individual experiences, our curriculum, admission work, and our daily lives at the Lab School. We partner with families to help children broaden their view of themselves and others by ensuring that they encounter mirrors of their own background and experience, as well as windows of difference.

We teach, practice, and appreciate open-mindedness and awareness, explicitly developing respect for many aspects of diversity, including race or ethnicity, socioeconomic situations, religion, gender, national origin, family composition, sexual orientation, physical/health or psychological difference, and political affiliation. We encourage our students to be active citizens, questioning and countering various forms of prejudice.

We enable students to experience, understand, and support the notion that idea diversity is essential to the development of knowledge advancement, just as biodiversity is essential to the success of an ecosystem. To understand an idea is to understand the ideas that surround it, including those that stand in contrast to it. Idea diversity creates a rich environment for ideas to evolve into new and more refined forms

[https://en.wikipedia.org/wiki/Knowledge\\_building](https://en.wikipedia.org/wiki/Knowledge_building)

Each year in February, Canadians are invited to participate in Black History Month festivities and events that honour the legacy and achievements of black Canadians, past and present. At JICS, we learn about and celebrate Black History developmentally through the grades and at whole-school events such as assemblies with guest artists and members of the community. Black History is integrated into the Specialty Classes: Library, Music and Visual Arts. We invite parents to suggest ways to help our students gain insight into the experiences of black Canadians and their vital role in the community.

Throughout the school year, we invite parents to enrich our learning by sharing their culture with us. Parents work with classroom teachers to help us celebrate Jewish holidays, Lunar New Year, Diwali, Eid and other festivities. If interested, please be in touch with your child's teacher.

### Emergency Communication

In the event of a school wide emergency, we will communicate information immediately via e-mail, the school blog on the family website and on Twitter.

Should parents be concerned about adverse weather conditions and/or school closure, information can be found on the University of Toronto Snow Line at 416-978-7669 (978-SNOW) or on our Jackman ICS Twitter feed which can be found on the right side of our website:

[http://www.oise.utoronto.ca/ics/Laboratory\\_School/index.html](http://www.oise.utoronto.ca/ics/Laboratory_School/index.html).

The Laboratory School remains open if the University of Toronto is open.

### Fire Drills

Regular fire drills are conducted at Jackman ICS under the supervision of the University. Please keep all exits and halls free of strollers, bicycles, and rollerblades. Strollers and bikes may be left in the front yard at the bike stands. Children need to wear shoes at all times in school for safety reasons. All staff are trained in a standby procedure in case of an emergency requiring lockdown security.

### Employing Jackman ICS Staff

Lab School staff, including Daycare staff members, do not work for current Jackman ICS families outside the school and the school day for reasons of conflict of commitment/interest.

## Extracurricular Activities

Please see <https://www.jicsfamily.com/clubs> list of all the great extracurricular opportunities for our students. Every child who is interested in joining a club or sports team is able to fully participate.

Clubs for students in Grades 4-6 are created based on students' interests and they are designed to be developmentally appropriate for specific age groups.

Sports teams begin in Grade 3. JICS participates in TDSB sports competitions. Competitive sports activities with other schools begin in Grade 5.

Extra curriculars are a worthwhile endeavor for students to explore as they have many benefits, both short and long term.

Participating in any extracurricular activity offers a variety of positive experiences with different peer groups. They provide children the opportunity to socialize outside of the school day and about a range of topics that are of interest to them. Children also have the chance to develop or enhance their leadership skills. They can build lasting bonds with other children over shared interests.

Extra curriculars also help with self-confidence and positive attitudes. When children find a passion or hobby and can take ownership of an activity they feel successful with, their confidence soars, they become surer of themselves and can build stronger connections with their peers through positive play.

Extra curriculars also help with creating lasting healthy habits that can benefit the mental and physical health of children. Learning ways of staying active, expressing ideas in a large group, working together with peers, eating well when on the go, and other things of this nature will all impact their decisions for themselves well into their future.

Lastly, participating in extra curriculars can expose children to different ideas and opinions and ways of seeing the world. Nurturing their curiosity and sense of wonder, or empathy and care for others through volunteer work can help school-aged children make meaningful connections with their communities and individuals or landscapes within it.

## Fees

Information about tuition for the current school year is here: <https://www.jicsfamily.com/feesinformation>

Tuition Fees are payable to the University of Toronto at the address and phone number below:

Nataliya Iordakiyeva  
General Accounting Department, Accounts Receivable Section  
University of Toronto  
215 Huron Street, 2<sup>nd</sup> floor  
Toronto, ON M5S 1A2  
Phone: 978-2073  
Fax: 978-5572

The University will send parents a fees invoice via email. The University requires either payment in full on the first day of school, or you may opt for payments according to the optional payment plan (please refer to our website for an outline of the plan). Fees that are not paid by December 1st are considered by the University to

be in arrears and are shown as deficit against the Laboratory School. This has an impact on budgets and fees for the following year and for this reason, the December 1<sup>st</sup> deadline must be considered firm. At any time, please feel free to contact the school to discuss your plans for fee payment. The school fees are set by the University of Toronto.

The Laboratory School's connection to the University influences everything from our high academic standards to the spirit of inquiry that pervades our classrooms. The University provides our faculty with professional development opportunities, resources, research support, and library facilities, which make our lively community of professional learners a unique school workplace in all of Canada. The children in our classes benefit from these university connections both directly and indirectly on a daily basis.

The school fees do not represent the full costs of educating a child at the Dr. Eric Jackman Institute of Child Study. The University of Toronto deducts what it recognizes the Lab School's contributions to the academic work of the University with:

- Teacher-candidates in the Master of Arts Child Studies in Education program at OISE & other teacher preparation programs at OISE;
- Researchers: Jackman ICS serves as a site for research that is carried out by the academic staff and teacher-candidates from the Institute itself, by scholars from other departments at the University of Toronto and other academic institutions, and by the teachers at the Jackman ICS Laboratory School. Lab School teachers regularly present at international educational conferences such as AERA and are co-authors on academic journal publications;
- Professional Visitors: The Laboratory School welcomes thousands of visitors from the Ministry of Education and other ministries, public school boards, national and international researchers, OISE visiting scholars, policy makers, teachers, and teacher-educators;
- In-service teachers through the publication and dissemination of resources such as "Natural Curiosity 2" and The Robertson Program for Inquiry-based Teaching in Math and Science;
- Educational policy makers: Jackman ICS has works closely with the Student Achievement Division and the Literacy and Numeracy Secretariat of the Ministry of Education and the Ontario Principals' Association to create professional learning resources.

### Field Trips

Field trips are encouraged at Jackman ICS. Funding for class trips (excluding annual Gr 5 + 6 Ottawa/Montreal trip) is included in the tuition. Families are required to complete online a "Field Trip Permission Form" form each year. This permission form is an umbrella permission – parents do not sign permission forms for each trip. Teachers will send home details of all planned outings in advance of the event. Extracurricular trips (such as sporting events) require parental consent forms to be signed online when they become available:

<https://sfo.inresonance.com/oise-utoronto/>

Class field trips and in-class workshops are chosen for their relevance to curriculum needs, their quality and the developmental fit with the class. Field trip choices are not shaped by parents' wishes or by parental offers

to pay for tickets. Trips to watch classmates perform are not usually seen as viable because of the need for curriculum links. Please check with Richard if you have any questions.

There are several “standing” field trips that have occurred annually. In September, the Grades 5 and 6 classes travel to a campsite for a three-day, two-night excursion. The Grade 3 and 4s travel for a three-day, two-night excursion in the winter (location to be determined). In May, the Grade 5 and 6s travel, usually to Ottawa or Montreal (locations are rotated annually). This trip requires funding beyond the field trip fund.

### Lunch

We request that all families provide a nutritious, balanced lunch for their children. The Canada Food Guide suggests that everyone has plenty of vegetables and fruits, eats protein foods, chooses whole grain foods, and makes water their drink of choice. The Canada Food Guide is available to view at: [www.hc-sc.gc.ca/fn-an/food-guide-aliment/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html). Grade 1 to Grade 6 students eat in the lunchroom in two lunch periods. JK and SK children eat in their classrooms everyday. Children enrolled in Wednesday Program eat lunch in their classrooms.

The Lunch Mom (TLM) is the provider of a voluntary hot lunch program at JICS. A buffet lunch will be offered on Mondays to Fridays. Information regarding registration can be found at <https://www.thelunchmom.com> Parents wishing to participate in the Hot Lunch need to register and pay for this program on TLM website.

### Snacks

Nursery to Grade 3 participate in a healthy and nutritious snack program, administered by the child's classroom teacher every morning. From Grade 4 – Grade 6, students are invited to bring a healthy, **nut-free**, snack from home.

### **Treats from Home**

We have a ‘no-food-from-home’ policy for birthday celebrations at Jackman ICS. In addition, we avoid sweet treats in all classrooms, preferring wholesome snacks whenever possible. Please be in touch with classroom teachers if you have any questions.

We prefer that students do not eat candy while at school. However, individual portions of treats may be packed in student lunches or snacks from home. Students are not permitted to share candy, treats, or gum with others.

### Green Events Guidelines

The Dr. Eric Jackman Institute of Child Study is committed to participating in sustainable and environmentally conscious practices. The Green Events Guidelines were created to support staff and parents as they plan events that include serving food and drinks. The Green Event Guidelines is a resource to be used for all events and gatherings to ensure we are conscious and thoughtful about the impact we are having on the environment. Together, we aim to reduce the usage of single-use items and appropriately manage our waste following the lead of the University of Toronto’s four-stream system: plastics, paper, garbage, and compost.

Please see below for the types of events typically hosted at Jackman ICS and what you should keep in mind while planning.

## **Section 1: Guidelines for Greener Events, Meetings, Class Breakfasts, and School-wide Functions with Food**

- Strive for a low waste event: provide reusables, and limit single-use items.
- Talk to your caterers about your low-waste goal!
  - Refuse the following single-use items that we already have at the school: e.g. plates, cutlery, serving spoons, cups, stir sticks, sugar packs, bottled beverages, condiments, and individual coffee creamers.
- Encourage attendees to bring reusable bottles/mugs.
- Serve beverages in re-fillable jugs. (Remember: U of T is a bottled water free campus!)
- Provide specific waste sorting instructions at the event via signage, presentation slide, or announcement.
- Ensure recycling and waste bins are available and clearly labelled. Request additional bins if necessary by submitting a service order.
- Donate leftovers or bring empty containers for take-away to avoid food waste.

### ***Things to Consider:***

- There is a black cart to help transfer items from the staff lounge or the servery to where you are hosting your event. Please return cart after use!
- Please bring serviettes for children. Children often pile food onto plates, but a serviette allows them to be mindful of what they are selecting.
- For class breakfasts:
  - Please arrange for 2 or 3 parents to stay and help clean up the classroom, as well as take the cart of dirty dishes to the kitchen, then load and start the dishwasher.
  - Please remember to return later to unload the dishwasher and put all the dishware away.
  - Leftovers can be placed in the kitchen and labelled with the date. Please ask Paige to send out a whole-school email.

### ***Inventory:***

- There are 40 large plates and 30 small plates
- There are 32 glass mugs, and assorted ceramic mugs
- Cutlery (knives, forks, spoons - all in separate containers)
- There is 1 glass pitcher in the kitchen.
- Assorted serving utensils and serving trays
- Percolator for coffee and hot water

### ***Message to Class Reps***

As a school we are moving towards sustainable practices when hosting events that involve food. For a number of years the school has participated in the Ontario EcoSchools program in which we document our steps towards reducing our ecological impact and building an environmentally responsible school community. This past school year, we achieved a Gold standing but there is much more we can be doing!

Moving forward, for class breakfasts, we would appreciate your support to implement the following sustainable practices:

- Refuse the following single-use items:
  - plates, cutlery, serving spoons, cups, stir sticks, sugar packs, bottled beverages, condiments, and individual coffee creamers.
  - The following reusable items are available for class breakfasts:

- Plates
- Cutlery and serving spoons
- Mugs
- 1 glass pitcher
- Large white-sugar container
- Coffee and hot water percolators are available at the school.
- Please purchase milk and creamer cartons vs. single use coffee creamers.

## **Section 2: Guidelines for Greener Lab School Classrooms**

### ***Event posters/advertisements:***

- Digitize event promotions, invitations, and signage; use e-invites, e-registration and digital check-in.
- Refuse to give out single-use promotional materials and handouts.
- Provide attendees with digital agenda/packages to limit printing. Additionally, project the information on presentation slides.
- Print double-sided on (postconsumer) recycled paper, if needed.

### ***Event Guidelines:***

- Strive for a low waste event: Provide reusables, and limit single-use items
- Talk to your caterers about your low-waste goal!
  - Refuse the following items that we already have at the school
    - Single-use plates, cutlery, serving spoons, cups, stir sticks, sugar packs and individual creamers.
- Encourage attendees to bring reusable bottles/mugs.
- Serve beverages in re-fillable jugs. (Remember: U of T is a bottled water free campus!)
- Eliminate individually packaged items, like bottled beverages, disposable coffee creamers, and condiments.
- Donate leftovers or bring empty containers for take-away to avoid food waste.

## **Section 3: Guidelines for Greener MA Classrooms**

### ***Event posters/advertisements:***

- Digitize event promotions, invitations, and signage; use e-invites, e-registration and digital check-in.
- Refuse to give out single-use promotional materials and handouts.
- Provide attendees with digital agenda/packages to limit printing. Additionally, project the information on presentation slides.
- Print double-sided on (postconsumer) recycled paper, if needed.

### ***Event Guidelines:***

- Provide reusable plates, cups, and utensils. If using disposables, choose 100% paper plates or recyclable materials. (Beware black-coloured plastics and bioplastics; they are not recyclable or green-bin safe in the City of Toronto or on campus.)
- Eliminate individually packaged items, like bottled beverages, disposable coffee creamers, and condiments.
- Donate leftovers or bring empty containers for take-away to avoid food waste.

## **Section 4: Resources**

- University of Toronto Sustainable Events Guidelines - <http://www.fs.utoronto.ca/sustainability-office/resources/sustainable-events-guide/>

## Homework Policy

Research shows that much of what is assigned as homework in elementary years is counter-productive and may harm young students' attitudes towards learning (Dr. Harris Cooper, Duke University). In light of this research, and our own experience and philosophy as an educational institute exploring best practice, we take a developmental approach to homework.

For all our children, this is what we value most for their time outside of school:

- Fresh air, sunshine, and time in nature
- Play
- Exercise
- Creative activities
- Fun time with friends
- Quiet time alone
- Quality family time
- Reading and sharing stories together
- Getting a good night's sleep

Across all the grades, there will be requests from teachers to connect learning between home and school. These "homework" requests are used to foster positive attitudes and engagement with learning, provide a link between school learning and home learning, and in our junior grades, allow for the growth of developmentally appropriate time management skills.

In Early Years' Focus and Primary Grades, these request for "homework" may include:

- Being read to and reading
- Ways to engage families in school-based learning
- Ways to promote parental awareness of the class focus

In our Junior Grades 4-6, we build upon our expectations of children's time outside of school in these developmentally appropriate ways. Homework in these grades may include a focus on:

- Reading, math, literacy, and communication skills
- Organization and thinking skills
- Spelling
- Social sciences
- Current affairs
- Presentations of homework to teachers and peers during class time, adding to the collaborative knowledge building of the classroom community

Homework at Jackman ICS is **not**:

- Designed to take up all of the child's out of school time
- Designed to teach unfamiliar curriculum concepts
- Cause stress or discord at home
- A replacement for quality family time
- The same for all learners

If parents are looking for other ways to support their children's learning outside of school, we offer these suggestions:

- playing games together to consolidate learning
- cooking together, crafting, and creating
- playing music together
- reading and sharing a love of stories
- get outside in nature together

*"While schools can't eliminate every stressor in children's lives, homework is well within our sphere of control. Rethinking homework in all grades, and especially in the lower grades, is critical and timely work."*

Kelley King, head of lower school and associate head of teaching and learning, shares how overhauling homework practices became an opportunity for San Diego Jewish Academy (CA) to enhance students' mental, physical, and emotional health and wellness.

<https://www.nais.org/learn/independent-ideas/july-2019/the-homework-debate-what-it-means-for-lower-schools/>

### **Homework Tips for Parents in Junior Grades:**

- When your child asks for help, provide guidance, not answers. Giving answers means your child will not learn the material. Too much help may teach your child that when the going gets rough, someone will do the work for her or for him. Remember that growing independence is one goal of homework.
- If your child finds the assigned independent work too challenging, rather than taking the responsibility of teaching your child yourself, let the teacher know the next day so that the instructions may be clarified or the homework modified. Too much parent involvement can prevent homework from having positive effects. Homework is a great way for kids to develop independent, lifelong learning skills.
- After spending what you think is a reasonable amount of time on homework, call it a night. A note to the teacher is handed in explaining how much time was spent would be helpful. Children should not work on homework past (or near!) their bedtime.
- Be positive about homework. The attitude you express about homework will be the attitude your child acquires.
- Help your child with time management. Help your child to do homework well before bedtime. Think about using a weekend morning or afternoon for working on big projects, especially if the project involves getting together with classmates.
- Make sure your child has a quiet, well-lit place to do homework. Help your child think about what works best for her or his concentration and focus.
- When the teacher asks that you play a role in homework, please find the time to do this. This shows your child that the school and home are a team.

- Help your child figure out what is ‘hard’ homework and what is ‘easy’ homework. This is helpful for time management at home and for teachers to understand each child’s learning style and needs.
- Relate homework to life experiences. Show your child that the skills they are learning are related to things you do in your life. If your child is reading, you can too.
- Stay informed. Talk with your child’s teacher. Make sure you know the purpose of homework and what your child’s teacher’s expectations are.

Adapted from the Canadian Council on Learning – ‘Lessons in Learning: Parents’ Role in their Children’s Homework’

### Lice

A professional lice check expert visits the school periodically to do a school-wide lice check. The school notifies parents of children if evidence of head lice has been found so that children can be picked up. Before returning to class, the children must be free of nits and must report to the school office to ensure their status. All parents are encouraged to keep a continual check at home and are required to report any case of lice or nits to the school office.

A more detailed document on lice treatment and control is available from the school office. Please be in touch if you have any questions.

The Lab School is grateful to the Parents’ Association for funding our annual school lice checks.

### Lost and Found

Lost and found items are collected with the hope of finding their owners! Please encourage your child to check for all belongings. After the last day of school each term, unclaimed items are regularly donated to local charities. The lost and found rack is located by the courtyard doors.

### Math Teaching in Half Groups

At JICS, math is usually taught in half groups. Half the children attend a specialty subject (French, Art, Library, etc.) and the other half remain in the class for math instruction. Working with 11 or 12 children at a time creates an environment that allows teachers to design learning experiences that are more directly catered to student needs. Furthermore, with smaller group numbers, students receive meaningful and immediate feedback in order to further progress and deepen their learning.

Often math is one area within the classroom where the skill, comfort and confidence level of students varies the most. Being able to provide the majority of our math instruction in small groups allows teachers to address the needs of the students in a more individualized way. It provides an opportunity to offer more direct instruction and scaffolding for students who are approaching grade level and providing them with hands-on opportunities and time to solidify their knowledge of a math concept before moving on. For students who are easily grasping all the grade level math concepts, they have an opportunity to work with some more challenging tasks and show their understanding by applying their math knowledge to specific activities and challenges. Both groups are involved in learning math in a problem-based environment, but are

provided with tasks that will challenge, yet not frustrate them. By working in a group of students with a similar skill set, and working at their level, students build the confidence and comfort needed to feel successful about their own math abilities.

## Media Use in the Classroom

At the Lab School, film and other forms of media such as images, clips, music and podcasts are used to enrich the children's learning experiences. Below are some of students' ways teachers may use media in their programming:

- As a Provocation/Hook: Media may be used as an inspiration that motivates students to think, wonder or discuss a specific topic.
- As an Authoritative Source: Media may be used to bring information to the students that provide them with foundational knowledge they need to move forward in their learning. The goal can be to simply build their knowledge base or more specifically enable them to further develop their own theories.
- To Bring the Students Experiences that are Otherwise out of Reach: Media can provide exposure to experiences or scientific phenomena that are not possible to replicate in the classroom. Such visual sources of information can be powerful learning tools for students.
- To Help Children Make Real-life Connections to Concepts Learned in Class: It is important for students to be able to make connections between what they are learning about in school and the relevance of their learning to the world surrounding them. Being connected to experts who have used, for example, scientific knowledge to be innovative is important and meaningful. For example, in a unit on Light the students might learn how dentists and welders use reflection to carry out their work. They might visually experience how reflective materials work in the dark and more strongly connect to the connection between reflection and safety. A final example is the students might learn about innovative work such as the Mirror box therapy for phantom limbs.
- As a Way to Provide Equal Access to Information for all Students (Universal Design): Some children who have difficulty reading and or writing can absorb and retain information presented visually and orally thus increasing their level of authentic participation in the curriculum. This benefits all students.
- To Enrich Learning: In general, media can be used very effectively to enrich learning in any curriculum area. The following are but some ways media can be used to deepen the students' experiences in class:
  - *In Biography Studies:*
    - To view interviews, music or speeches of individuals,
    - To view works of Art
  - *In Social Justice Studies:*
    - Human Rights, Indigenous Studies, Unicef, Black History, and more
  - *To view historical Images:*
    - To view speeches or thought provoking films which provide material for critical analysis of many social justice issues including but not limited to racism, sexism, ableism, and colonialism.
  - *In Current Events Programming:*
    - As part of the planned curriculum or in spontaneous response to important events or the children's interest.
  - *In French:*
    - To provide a rich linguistic experience for a child who rarely hears the language used in complex and extended communication, and to offer another form of listening practice.
    - To offer a balance of linguistic repetition and novelty in social and communicative context to allow children to both apply what they have learned in the class and build a broader linguistic context.
    - To show children that French serves the same purpose for French speakers as English serves

for English speakers. Through this realization, they develop a more complete understanding of what language is.

Films are chosen very carefully to provide a context and an experience of the language and culture. Plot and pronunciation clarity, as well as speed of delivery are some of the many criteria used by the teachers.

### Meeting Space

We share our building with the MA program and the Laidlaw Research Centre and we need to plan the use of shared space. Please arrange parent events and meetings with the Principal and then book space through Nancy Boudreau or front reception.

### Letters Home from the principal & the Lab School Office

Please check for these regularly in your inbox and update your email address as needed on FAM:

<https://familyaccess.inresonance.com/oise-utoronto/>

All correspondence will be on our School Blog on our [www.JICSfamily.com](http://www.JICSfamily.com) website. If, as a member of a committee or interest group, you would like to send information home, please check with the Principal. Please do not distribute any print material or letters at Jackman ICS without permission.

### Outreach

Outreach and environmental/ social awareness are an integral part of the JICS experience. The school maintains a very active and intentional program that is developmentally appropriate. The children and faculty work together on projects such as spreading awareness, advocacy, works of charity, collecting donations and environmental clean-up. Many projects involve the entire school community and provide the organizing class an opportunity to act as community leaders. In true JICS fashion, the projects are the ideas of the children. Here are some of the outreach and community service work that has taken place at JICS:

- Terry Fox Run organized by the Grade 3 class in September
- UNICEF
- Thanksgiving food drive
- Out of the Cold Program
- Bullying awareness rallies
- Pink Day
- Covenant House – spreading awareness
- Collecting books for the Children’s Book Bank
- Collecting backpacks and school supplies for a local refugee centre
- Green Team composed of children from different classrooms
- Yellow Fish Project – spreading awareness
- Choir performances at local retirement home

We have much to be proud of in our awareness and our commitment to various organizations and causes. Thank you to all the parents for your ongoing support.

Every single family and staff member in the school has important causes and needs that they are passionate about. We are a caring community with many who are helping to improve the welfare and happiness of

others. It is the policy of the school not to canvas our families for support or for donations beyond the scope of the children's outreach choices.

### Parent Concern Process

In our day-to-day communication with parents, we strive to resolve issues as they arise. However, from time to time a parent may feel that an issue has not been addressed or resolved in a satisfactory manner and may wish to pursue the matter further. All issues should be addressed initially at the level closest to the event in an effort to achieve resolution. The resolution of a concern should proceed from Classroom Teacher / Specialty Teacher to the Principal as needed. In consultation with the Principal, a mediated solution process may be arranged in exceptional circumstances.

### Parents' Association

The Jackman ICS Parents' Association is a vital link between home and school and includes all Jackman ICS families. There are regular Parents' Association Council meetings to which all parents are invited. Parent volunteers are involved in a wide range of activities at the school and these volunteers are coordinated through the Parents' Association. The Association also supports many parent/teacher committees, policy and decision making, the funding of needed purchases to enhance the school program, arranges occasional speakers, and provides class representatives for each grade, and provides a forum for parent discussion. The administration of this association is provided by an Executive Committee.

The Parents' Association Executive Committee members and class reps information can be found here:

<https://www.jicsfamily.com/paexecandclassreps>

For more information regarding the Parents' Association, please visit our website:

<https://www.jicsfamily.com/about-the-pa>

### Parental Involvement

We value ways that parents can connect with JICS. The Parents' Association and their parent committees are some of the best ways to come to know the school and to strengthen its very special family community.

Throughout the year, there will be many opportunities for parents to contribute to their child's learning experience at school. Teachers will be in touch with requests for volunteers. We understand that the ability for involvement differs for each family and since our top priority is inclusivity, we continue to strive for all families to be involved in ways that work for them. All contributions big and small are recognized and appreciated.

### Photo Permissions

Teachers photograph and videotape students for educational purposes, documentation, assessment, and professional development. JICS families have given consent for the Lab School faculty to show images and video of their child/ren for the purpose of dissemination at conferences, on PowerPoint presentations, on the Jackman ICS, the Natural Curiosity, and the Robertson Program websites.

Throughout the year many photo opportunities arise at the Laboratory School with our many visitors, media requests, other departments at U of T, and researchers in the classroom. Any time an image of Jackman ICS children is requested, for these purposes, photo permission will be obtained.

### Curriculum Program Goals & Expectations

A detailed statement of information outlining the Curriculum Principles and Academic Program at Jackman ICS is available on our website at

<https://www.oise.utoronto.ca/jics/our-curriculum-practices/>

### Public Health

In the event of a health emergency or public health concern, Jackman ICS will be in touch with parents immediately. We work directly with Public Health to provide all needed information and care.

### Recess & Outdoor Play

At the Lab School, we value outdoor playtime as a vital part of the school day. When children play freely during recess, they develop socially, emotionally, physically and cognitively. We view recess as a time for children to be as autonomous as possible. Our goal is to provide developmentally appropriate parameters that allow for independence, choice, physical challenge, solitude, exertion, and social connection.

Rules and guidelines for outdoor play are created with safety in mind, both physical and emotional. They are designed in accordance with the following three principles:

- There is an expectation of fair play and consideration for others
- Targeted exclusion is not permitted.
- Recess equipment must be used safely and appropriately at all times

Rules for basic safety across all grades are:

- There can be no equipment on the climbers.
- Bikes, scooters and roller blades from home may not be used in the school yard.
- Children in Nursery-SK may only use the small climbing structure.
- Climbing structures are off limits before and after school.
- Electronics or cellphones are not permitted during class or recess because it is our intention that the outdoor play period is for physical activity and social engagement
- Children are expected to be outside during recess time, and may not leave the yard without permission from a teacher

There are usually at least two adults on the playground providing recess supervision. There is an expectation of fair play, consideration of others, and inclusion of all. Jackman ICS follows a “You can’t say you can’t play” policy for inclusion. Teachers are objective and learning-focused rather than discipline-focused when dealing with children's behaviour. The Laboratory School has rules to govern play during outdoor activity periods. Please see the Behaviour Code section.

**Children play outside in all weather at Jackman ICS (including light rain, snowy days, and cold conditions) so please send your child with outdoor clothing appropriate to weather conditions.**

## JICS Outdoor Play Policy – Updated 2019

Outdoor play is a right of childhood.

Outdoor play grounds children’s understanding of place and our essential connection to the Earth.

Play deserves time.

Self-directed play is fundamental to children’s physical, emotional, and social growth, and sense of well-being.

Kindness and respect are the basis of play within a community.

Play embeds opportunities to practice judgement, and manage risk, safety, and the consideration and care of others.

We strive to create equitable opportunities where all children can engage in diverse types of play, and where a range of interesting, aesthetically inspiring, and open-ended materials are made available.

Risky play is a natural mode of testing abilities and challenging physical limits. It fosters feelings of efficacy, bravery, resilience, and competence.

The role of the teacher is to value children’s choices, help refine and support children’s sense of agency, and provide a safe space to play, explore, negotiate, and be. Though adults will intervene when a perceived hazard arises, they are primarily attentive observers rather than active supervisors.

*Play is many things: joyful, intense, quiet, rambunctious, intrinsically motivating, and deeply satisfying.*

### Shoes

As children play outside in all weather, parents are asked to provide children with sensible shoes that are safe and comfortable for all levels of physical activity on a daily basis. Sneakers are ideal footwear. For safety reasons, children need to be wearing shoes at all times; please ensure that children have ‘indoor shoes’ during the winter months when boots are worn outdoors. Shoes with wheels are not permitted for safety reasons.

### Report Cards

Report cards are written twice a year. A progress report is mailed to parents in December, and full reports are mailed after the last day of school in June.

### Research in the Lab School

The Jackman ICS Lab School has a mandate to engage in and support a full program of research. Research is often conducted within classrooms at the Lab School. In choosing Jackman ICS, parents recognize this mandate and are asked to sign an online consent form allowing their children to participate in research. Research is reviewed by the University of Toronto Research Ethics Committee, and the Child Research Committee at Jackman ICS. Child and parent confidentiality is observed and maintained, unless otherwise

indicated in a waiver. If you choose to decline participation, our Vice Principal, Chriss Bogert, will be in touch with you to understand your concerns.

Reports of research activity in the school are available on our website at <https://www.oise.utoronto.ca/jics/research-at-the-lab-school> and on our Research Night in January.

### Schoolyard Guidelines

To ensure safety before and after school, here are some guidelines for the schoolyard:

- Before and after school, balls or other equipment are not permitted in the school yard, and the climbing structures are off limits
- Bikes, scooters, and rollerblades may not be used in the school yard
- Pets may not enter the yard

### School Closure

Should parents be concerned about adverse weather conditions and/or school closure, information can be found on the University of Toronto Snow Line at 416-978-7669 (978-SNOW) <https://www.utoronto.ca/campus-status> or on our Jackman ICS Twitter feed which can be found on the right side of our website: <https://www.jicsfamily.com>

The Laboratory School remains open if the University of Toronto is open.

### Social Worker

As you know, the Lab School aims to support the needs of the whole child. Central to our philosophy to provide a secure environment, is an awareness that mental health and wellness is essential to learning. To support this, we have a part-time social worker at JICS working in the school on Mondays, 8:30-4:30. The social worker is a licensed practitioner with many years of experience working with children, both in schools as well as in private practice.

The social worker will collaborate with Lab School staff in ensuring the overall mental health and wellness, social-emotional learning, and interpersonal skills of all the children, with a particular focus on the junior grades. When the social worker is here on Mondays, she will be visiting classrooms and leading a discussion about relevant topics related to social and emotional well-being. We are exploring ways that she can hold drop-in groups for students during recess times on different topics such as navigating friendships, stress, or mindfulness. The social worker will also be available to meet with students in small groups or individually to offer support through counselling and coaching as needed. Teachers will consult with the social worker about the children in their care, and the junior grade children themselves will be able to ask to speak with the social worker themselves about their own concerns. Parents can also ask about how the social worker might be able to help their child or family.

Parents are asked to contact their classroom teacher to initiate a referral for their child to meet with the social worker, or to speak with the Vice-Principal about how the social worker may be helpful to your child or family. If a child meets with the social worker individually, she will be in touch with parents after the first counselling session, with recommendations for outside support or a plan for further sessions at school, and follow-up after that as needed. Confidentiality of the students and families will be respected.

## Student Teachers

Teacher education is an important mandate of the Institute. The Laboratory School provides exceptional mentor teachers throughout the grades: JK through to Grade 6 receive one second-year student per term (one intern in the fall term and one intern in the winter term) and one first-year student every 8 weeks. These student teachers work very closely with your children and are considered teachers.

## Staffing

Our mandate as an educational research institute is to provide exemplary education to our students and we know that our teachers are our greatest asset. JICS teachers are highly skilled and experienced and they are experts in child development and pedagogy. Lab School teachers are either University of Toronto employees or they are seconded from various Boards of Education in Ontario.

Seconded teachers bring their knowledge and experience to the Lab School for 1-3 year periods and return to their Boards. It is the policy of the Laboratory School to maintain a mix of University appointed and seconded teachers.

It is vital to our professional development that we learn with and from exemplary teachers from the public boards. We have a long and successful history of seconding teachers. These teachers bring their unique ideas, a diversity of experience, and best practises to JICS and they influence and inspire our development as a faculty.

After a secondment has concluded, teachers return to their respective boards. The reintegration of seconded teachers into the public school setting, along with graduates from the Child Studies and Education Master of Arts Teacher Ed Program, are some of the ways that Jackman ICS serves our public purpose.

## Telephone Policy

After-school play dates are best arranged from home in advance of the school day. In necessary situations, a child needs the permission of a teacher to use the school office telephone. Personal cell phones are not encouraged for children at Jackman ICS unless students (Grades 4 to 6) are require the phones to travel safely and independently to and from school with parental permission. During the school day, student cell phones are stored by the classroom teacher. Students are not permitted to use their cell phones during the school day. All student calls must be made with permission using the school office telephone.

## Toys From Home

Beyond items brought in to share in the classroom and in inquiry, toys from home are not encouraged. They are not allowed in classrooms not during recess time. Items from home should remain in the cubbies and return home at the end of the day.

## Tuition Support

Jackman ICS is committed to needs-based financial support that will both enable increased diversity and retain current laboratory school families. Five forms of tuition assistance options support these goals through the Diana Rankin/Muncaster Family Support Fund.

Information regarding the different forms of support and the applications process can be found here:

<https://www.jicsfamily.com/financialassistance>

## Wednesday Afternoon Program

The Wednesday Program offers a variety of intentionally non-academic arts and sports-based classes to students in Grades 1 – 6, following the noon dismissal each Wednesday. Several classes are run from within the school, others may require children to travel by chartered bus, TTC, or to walk to their destination. Students are accompanied by adult supervisors who are selected by the program coordinator. Classes regularly offered include: clay design, drama, rock climbing, skating and shinny hockey, Improv, badminton, tennis, and squash, sewing and knitting, jewelry design, sports and games, basic engineering, cooking, trampoline, cartooning, and felting.

New registration information is posted before the beginning of each term on our website:

<https://www.jicsfamily.com/wednesdayprogram>

Please note: Children are placed in programs on a first-come, first-served basis.

The Wednesday Program is committed to providing programming for your children regardless of the weather. If weather conditions make it impossible for your children to attend their regular classes, they will be given a choice of 2-3 other classes. On such days, a school-wide email will go out, notifying parents of cancellations. All children return to the Jackman ICS playground between 2:45-3:00. **Children must be picked up by 3:00.**