

Parent Handbook

2021-2022

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

Contact: School Office 416-934-4517

<https://www.jicsfamily.com>

<https://www.oise.utoronto.ca/jics/>

School Closure Info Line: 416-978-7669

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

Or see Twitter feed on www.JICSfamily.com

Table of Contents

COVID-19 HEALTH AND SAFETY MEASURES.....	5
A. GUIDELINES FOR 2021-2022.....	5
B. OVERALL SCHEDULING PLAN.....	5
C. FACULTY	5
D. OVERVIEW OF JICS EDUCATIONAL MODEL	6
E. REMOTE LEARNING	6
F. HEALTH & SAFETY PROTOCOLS.....	7
G. DAILY SCREENING.....	7
H. HAND HYGIENE	7
I. MONITORING OF STUDENT HEALTH AT SCHOOL.....	7
J. PERSONAL PROTECTIVE EQUIPMENT (PPE).....	8
K. CLEANING AND SANITIZATION	8
L. AIR QUALITY	8
M. TRAVEL RESTRICTIONS.....	8
N. VACCINATION.....	8
SCHOOL PURPOSE & PHILOSOPHY.....	9
SCHOOL PRINCIPLES.....	9
TIMETABLE	10
CALENDAR.....	10
ADMISSIONS POLICY	11
ANAPHYLAXIS	11
ARRIVAL PROCEDURES	11
JK TO GRADE 6	11
<i>Kiss & Drive Drop-off Protocol</i>	<i>12</i>
ARRIVAL PROCEDURE: NURSERY	13
DISMISSAL PROCEDURES.....	13
JK TO GRADE 6 (MONDAYS, TUESDAYS, THURSDAYS, FRIDAYS)	13
DISMISSAL TIME: 3:20-3:30PM	13
JK TO GRADE 6 (WEDNESDAY).....	14
DISMISSAL PROCEDURES NURSERY	14
PARKING & DRIVING	14
ASSESSMENT.....	15
BEHAVIOUR CODE	15
ABOUT THE BEHAVIOUR CODE.....	15
THE BEHAVIOUR CODE	15
PROCEDURES FOR ADMINISTERING THE BEHAVIOUR CODE	16
STEPS IN THE PROCESS:	16
CONSEQUENCES	16
BEHAVIOUR CODE IN CHILD FRIENDLY LANGUAGE	17
BIRTHDAY POLICY	18
CLASS BREAKFASTS.....	18
CLASS LISTS + SCHOOL DIRECTORY	18
COMMUNICATION WITH PARENTS.....	18
CONCUSSION PROTOCOLS	19

CONTACT INFORMATION.....	19
THE LAB SCHOOL.....	19
FACULTY AND STAFF	19
THE PA ASSOCIATION AND CLASS REPS.....	19
DAYCARE.....	20
DIVERSITY	20
EMERGENCY COMMUNICATION.....	21
FIRE DRILLS	21
EMPLOYING JACKMAN ICS STAFF	21
EXTRACURRICULAR ACTIVITIES.....	21
FEES	21
FIELD TRIPS.....	23
FOOD.....	23
LUNCH 23	
SNACKS 23	
TREATS FROM HOME.....	24
HOMEWORK POLICY.....	24
HOMEWORK TIPS FOR PARENTS IN JUNIOR GRADES:.....	25
LICE	26
LOST AND FOUND	26
MATH TEACHING IN HALF GROUPS	26
MEDIA USE IN THE CLASSROOM.....	27
MEDIA USE AT HOME (TEXTING AND VIRTUAL GAMES)	28
OUTREACH	29
MEDICAL INFORMATION.....	29
PARENT CONCERN PROCESS.....	29
PARENTS' ASSOCIATION	30
PARENTAL INVOLVEMENT	30
PHOTO PERMISSIONS.....	30
PROGRAM CURRICULAR GOALS & EXPECTATIONS.....	31
PUBLIC HEALTH PROTOCOLS	31
PSYCHO-EDUCATIONAL ASSESSMENTS.....	31
RECESS & OUTDOOR PLAY	31
THE JICS PLAY POLICY	32
SHOES.....	32
REPORT CARDS.....	32
RESEARCH IN THE LAB SCHOOL.....	32
SCHOOL CLOSURE	33
SOCIAL WORKER.....	33

STUDENT TEACHERS	33
STAFFING	34
TELEPHONE & CELL-USE POLICY	34
TOYS FROM HOME.....	34
TUITION SUPPORT	34
WEDNESDAY AFTERNOON PROGRAM	35

COVID-19 Health and Safety Measures

A. Guidelines for 2021-2022

- The health, safety, and well-being of students, faculty, staff, and families is our highest priority.
- Government Pandemic Emergency Orders will continue to be strictly followed and Ministries of Health and Education guidelines followed.
- We will continue to provide the exemplary, research-based JICS instruction and teaching.
- We believe that in-person school attendance and connection with classmates and strong relationships with teachers support the wellbeing of all students.
- We will sensitively address the social-emotional needs of all students.
- There will be continual analysis of our approaches and the approaches of schools in other provinces and countries, Sick Kids recommendations, etc. to help determine best practices for the 2021-2022 school year.
- We will have ongoing identification and mitigation of potential risks as much as possible, while acknowledging the limitations of attempting to create a perfectly safe and zero risk environment.

The Dr. Eric Jackman Institute of Child Study Lab School recognizes that no human interactions are without risks, whether it is the cold and flu season, chicken pox, or other childhood diseases that are commonly spread in school settings. These risks are magnified in a pandemic such as COVID-19, but the principles remain the same: stay home if ill and maintain strong hand hygiene and clean environments. Our health and safety protocols have taken into account as many situations and risks as possible, but we cannot entirely prevent an infection, including flu, colds and COVID-19. We are committed to creating a clean and safe space for our students and our staff, and to minimize the risk of infection as much as possible. We also recognize that a child's emotional wellbeing is equally important for their development as their physical health. To that end, we will continuously evaluate risks while supporting our children's emotional needs for social interactions and connection.

B. Overall Scheduling Plan

All JICS Lab School students will be back to school five days a week (full days: Mondays, Tuesdays, Thursdays and Fridays; morning only: Wednesdays). The Nursery Program is five mornings a week.

C. Faculty

Classroom Teachers

Nursery – Norah L'Esperance, Kenisha Peters, Debbie Young, & Saba Akhtar (Nursery Assistant)

JK: Marcia Bumbury & Erika Stein (JK Assistant)

SK: Carol Stephenson

Gr 1: Raadiyah Nazeem

Gr 2: David Osorio

Gr 3: Michael Martins

Gr 4: Robin Shaw

Gr 5: Zoe Donoahue

Gr 6: Ben Peebles

Specialty Staff

Special Education: Judith Kimel & Nick Song

French: Tania Debss & Christel Durand

Drama: Sarah Murray

Music: Suzanne Schwenger & Russell Hersen
Art: Tara Rousseau
Library: Krista Spence
Phys. Ed. & Health: Walker Kitchens
Recess: Luis Alves
Social Worker: Ellie Lathrop

Administration
Principal: Richard Messina
Vice Principal: Chriss Bogert
Administrative Assistant: Victoria (Tory) McCracken
School Office Administrator: Shama Joshi
Receptionist: Paige Lancaster
Business Officer: Jun Cheng
Director: Dr. Rhonda Martinussen
Principal Emerita: Elizabeth Morley

D. Overview of JICS Educational Model

- Arrival time is 8:30-8:45am.
- Each grade has its own classroom and its own dedicated gender-neutral washroom.
- Specialty subjects (French, Music, Art, Phys Ed, Drama, Library) are taught in designated spaces in the building.
- Frequent hand-washing is part of the daily routine including prior to snack and lunch time.
- Lunch and snack are eaten in the classroom or outdoors.
- Each student is required to bring their own drink bottle that is labeled, kept with them during the day, and not shared. Student will drink from filled water bottles rather than from the mouthpiece of water fountains.
- Teachers facilitate learning outdoors as often as possible.
- Two grades at a time will share the yard for recess.

E. Remote Learning

The JICS Lab School faculty and staff know that online learning is not an acceptable alternative to in-person learning (<https://www.oise.utoronto.ca/jics/ontario-school-closures/>) . We join our colleagues in the child health care community in advocating for children to be in school, as they need the supports, relationships, comfort, care, and safety that schools provide. Online learning is developmentally inappropriate for children.

The JICS Lab School is focused on providing exemplary education to our students. We will continue to provide a caring environment that promotes security for every student, based on relationships of trust, caring and compassion between teachers and students. Our teaching practices and learning opportunities are anchored in inquiry, developmental readiness, and emerging research.

Hybrid-learning accommodations (learning from home when the school is open) will be made for students who need to be absent for extended time due to COVID-19 (more than one week) with approval from the principal. These students will be provided with some opportunities to participate in livestream moments and with work that they can do independently (with the support of a parent). Hybrid-learning will not be available to children who are absent for short-term reasons.

Remote learning is when all the students in a grade and their teachers will need to work from home. If this is a reality we are required to face, we have the experience and resources to address that challenge.

F. Health & Safety Protocols

- Signage (hand washing and sanitizing; prevention and precautions) is in place throughout the building.
- Parents, faculty, and staff will complete COVID-19 screening assessments at home before departing for school.
- Visitor access, including all parents, is limited to advance appointments only and visitors are required to undergo screening before entry.

G. Daily Screening

Parents are required to use the JICS online Daily COVID-19 Screening Form by 8:00am each morning to determine whether their child/ren can come to school. Toronto Public Health's COVID-19 Guidance: Elementary & Secondary Schools document indicates that updates to the screening tool will be made available to schools before the start of the school year. The 2021-2022 JICS online Daily COVID-19 Screening Form will be shared with parents before the start of the school year.

All JICS Parents must adhere to the terms of the COVID-19 JICS Parent Agreement (which will be updated with pending TPH screening information): <https://www.jicsfamily.com/covid-19-screening>

1. The form must be completed each morning **(before 8:00am)** for each child **by an adult**.
2. Please complete the form **even if your child has an absence not related to COVID-19**.
3. If the assessment requires your child to stay home, please **also email** Shama, the School Office Administrator, and your child's teacher.
4. Administration will contact families who have not completed the form and notify them regarding next steps for their child.

H. Hand Hygiene

Students are asked to routinely clean their hands by washing or sanitizing throughout the day especially when entering the classroom, before and after eating, using the washroom, and before and after recess. Students are given training and reminders on how to clean their hands effectively.

I. Monitoring of Student Health at School

During the school day, should a student exhibit any symptoms of COVID-19, they will be taken to the "designated waiting area" to be assessed.

If the student is deemed symptomatic by the administrative staff, a parent or emergency contact will be notified to pick up the symptomatic child within a maximum of 60 minutes from the waiting room. Parents are required to contact their physician, Toronto Public Health at 416-338-4831 and Toronto Region COVID-19 Assessment Centres – City of Toronto. We are obliged to report suspected cases and contact-tracing information to our local public health unit. Parents of students within the student cohort of the probable case of COVID-19 will be informed and instructed to contact their physician and assess the child/ren for symptoms.

J. Personal Protective Equipment (PPE)

- Students in Grade 1 - 6 will be required to wear non-medical or cloth masks **while indoors at school** (with exception for those with a medical condition). Please notify Richard ASAP if this applies to your child.
- Parents are responsible for providing all PPE for their child/ren. We suggest providing 3 masks daily (arrival, after morning recess, after lunch/afternoon recess) and 2 labelled containers: “clean masks” and “used masks” along with child’s name.
- Students in Kindergarten are strongly encouraged to wear masks in indoor spaces and are required to wear them for specialty subjects (Music, Drama, Gym, French, Library). We encourage you to have ongoing conversations with your child explaining how wearing masks, along with frequent hand-washing and disinfecting, help keep them and others safe when indoors.
- Masks are not recommended for children under the age of two.
- Teachers and staff who are regularly in close contact with students will be provided with appropriate personal protective equipment (PPE). When mask-wearing impedes student learning (e.g. teaching reading in Special Education) a plexiglass desk guard is used.

K. Cleaning and Sanitization

- Hand sanitizer stations are installed in each classroom throughout the school.
- Routine sanitizing of facilities and high touch surfaces takes place throughout the day.
- Daily professional deep cleaning takes place at the end of day.

L. Air Quality

Wall-mounted AERA MAX Professional air purifiers were installed in every classroom and specialty class this summer by the University. These four-stage “true HEPA filtration system” air purifiers remove 99.99% of coronavirus. This is in addition to the existing MERV-13 filtration ventilation in renovated classrooms. Windows are open to increase the flow of fresh air into classrooms.

M. Travel Restrictions

Should families be making plans to travel anytime in the year, please be aware and adhere to provincial, national, and international travel restrictions.

N. Vaccination

As announced on August 17, 2021, the Ministry of Education intends to introduce an [immunization disclosure policy](#) for all public and private school employees and licensed child care settings for the 2021-2022 school year, with rapid antigen testing requirements for staff who are not immunized against COVID-19. The University of Toronto also requires that all faculty and staff be vaccinated against COVID-19, in full accordance with all applicable laws and regulations. This September, all JICS Lab School faculty/staff will be required to provide proof of full vaccination or register in the University’s rapid screening program, where results will need to be uploaded regularly.

Vaccination is our best defense against COVID-19, and is key to providing us the opportunity to resume life at the JICS Lab School as we knew it. We strongly encourage all parents to get vaccinated prior to the start of the school year. We are eager for the time to come when we can celebrate and come together as a community. If you have not yet been vaccinated, you can book now at <https://covid-19.ontario.ca/book-vaccine/>.

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 1925, 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 JICS Lab School 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 JICS Lab School 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.
- The JICS Lab School 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 the JICS Lab School:

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

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

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

INQUIRY: 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.

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

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

JOY: We believe that education should be a joyful process.

Timetable

Nursery Arrival	8:45am to 9:00am
Nursery Dismissal	11:45am
JK to Grade 6 Arrival	8:30am to 8:45am
JK to Gr 6 Program (Mon, Tue, Thur, Fri)	8:50am
Dismissal (Mon, Tues, Thur, Fri)	3:20-3:30pm (see Dismissal Section)
JK to Gr 6 Program (Wednesdays)	9:00am to 12:00pm
Dismissal (Wednesdays)	12:00pm (see Dismissal Section)

Calendar

The first day of school has been changed to Thursday, September 9, 2021 (8:50am-3:30pm). This is a different start date from what we have previously communicated (Wednesday, September 8). Members of our community will be celebrating Rosh Hashanah on September 6 to 8 and we want the special first day of school to be experienced by everyone. The JICS Lab School is committed to diversity, equity, and inclusion. We strive to continuously examine and improve how to make our school a place that enables all students, staff, and parents to feel they belong. We do not always get things right and we know we need to hear and deeply listen to the voices of our students, parent community and staff, and make sure our diversity and equity efforts are informed by these voices.

Daycare will begin at on Thursday, September 9 (8:00-8:45am, 3:30-6:00pm).

The Nursery children's entry will be staggered over a few days beginning on September 9. Children continue to attend school *every day* after their start date.

JICS 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-2021-2022>

Descriptions of Annual JICS Family Events:

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

Admissions Policy

JICS Lab School 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: JICS Lab School aims to represent Toronto's diversity, including its indigenous and multi-ethnic dimensions. JICS Lab School strives for economic diversity by providing limited needs-based financial support. JICS Lab School 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

JICS Lab School 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

- Parents are required to use the **Parent/Guardian Daily Online COVID-19 Screening form** (<https://www.jicsfamily.com/covid-19-screening>) to screen their child(ren) each morning.
- 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 JICS Lab School. If the School Office Administrator has not heard from an absent child's parents, a call will be placed to the parents.
- During the 2021-2022 school year, the playground is dedicated to Kindergarten children from 8:30 9:30am each morning.
- Registered Daycare students enter through 45 Walmer Rd front doors beginning at 8:00am. A daycare staff will be in reception for their arrival. More details will be communicated by the daycare.
- Adults are not permitted into the building or school yard (except for Nursery parents). The washroom in reception is not open to the public.

JK to Grade 6

Staggered Drop-off Time Window: 8:30-8:45am

In keeping with social distancing measures, we will separate children to use **3 entrance points** into the school building:

1) School Yard Gate

2) 45 Walmer Front Door

3) 56 Spadina Entrance

Kiss & Drive Drop-off Protocol

There will be 1 Kiss & Drive drop-off zone assigned to students:

- **45 Walmer side** for drop-off of all JK, all SK, all Gr 1-3 students, Gr 4-6 students with siblings in Nursery, JK, SK, Gr 1-3.

There is no Kiss & Drive at 56 Spadina side for Grade 4-6 students. Parents who are driving their child must find an alternate location to walk to the entrance of 56 Spadina. Paid parking lots can be found at 4 Spadina Road (north of Bloor, west side) and 19 Spadina Road (north of Bloor, east side).

- Parents will drive northbound on Walmer to the school and create a queue of vehicles.
- Staff on duty will assist child getting out of the vehicle and walking to their entrance point.
- Parents will remain inside the vehicle and immediately exit the drop-off area once children have entered the school area. Please ensure that your child's bag/lunch is accessible by your child.
- Students/families walking/biking will integrate into the staggered flow into the building/yard as instructed by the staff on duty.
- Grade 1 to 6 students are required to wear a mask beginning at drop-off.

School Entrance Points:

- **JK & SK** enter SCHOOL YARD GATE
(JK in East Yard. SK in West Yard. Teachers will be there greeting & supervising)
- **NO** child Gr 1-6 can enter into the yard.
- **GRADE 1, 2 & 3** enter 45 WALMER RD FRONT DOORS
- **SIBLINGS** IN GRADES 4-6 OF Nursery to GR 3 Students enter 45 WALMER RD FRONT DOORS
- **GRADE 4, GRADE 5, & GRADE 6:** 56 SPADINA ENTRANCE

Arrival is from 8:30-8:45am. Students in Gr 1-6 will travel directly to their classroom for supervised quiet activity time until the start of the school day.

- Parents and caregivers who escort children to school on foot/bike cannot enter the school or yard.
- Parents and caregivers must wear masks when on school property.
- The washroom in reception is not open to the public.
- **Children who arrive late**, must be brought to the reception at 45 Walmer Road as all other entrances will be locked at 8:45am. The receptionist will contact the principals to accompany the child to their classroom. 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 for your child to arrive in a safe and timely manner to be ready for the start of the school day.*

Arrival Procedure: Nursery

Staggered Drop-off Time: 8:45 to 9:00am.

- There will be no parking on Walmer Road in front of the school for morning drop-off. All Nursery families driving to the school must park elsewhere and bring their child to the designated drop-off area. A list of local paid parking can be found here <https://www.oise.utoronto.ca/jics/address-directions/>
- Nursery Parents/care-givers will accompany their child into 45 Walmer Road to the Nursery hallway for screening. All adults entering the building must be wearing a mask.
- Siblings of children in Nursery will enter through the entrance on Walmer Front Doors.

Dismissal Procedures

- Adults are not permitted into the building or school yard (except for Nursery parents). The washroom in reception is not open to the public.
- If children need to be picked up from school for an appointment during the day, parents need to wait in reception for the child/ren to be brought to reception.
- Each child has a designated dismissal exit. Parent requests to change dismissal time or exit because of alternative pick-up arrangements cannot be accommodated for any reason. It is the responsibility of the parent to ensure that all children are picked up at their exit and correct time.

JK to Grade 6 (Mondays, Tuesdays, Thursdays, Fridays)

Dismissal time: 3:20-3:30pm

In keeping with COVID-19 social distancing measures, we have staggered dismissal times and utilized multiple exits.

Students will be dismissed on a set schedule in 3 groups:

- 1) 3:20pm:** All JK & SK students and any of their older siblings will exit through the School Yard Gate.
- 2) 3:30pm:** All Gr 1-3 students and their siblings in Gr 4-6 with exit through the School Yard Gate.
- 3) 3:30pm:** Gr 4-6 students without younger siblings will exit 56 Spadina.

There will be staff members on duty at each of the 2 designated pick-up location:

- 1) School Yard Gate**
- 2) 56 Spadina Entrance**

- Parents & caregivers waiting to pick-up their child(ren) must create a line at their designated pick-up location with distance between each family.
- Parents & caregivers must wear a mask when picking up their child(ren).
- JK & SK students have recess at the end of the day (2:45pm-3:20pm) and will be dismissed from the yard. Parents of children in JK or SK who do not have older children are encouraged to arrive at their designated pick-up location between 3:00pm-3:20pm to pick up their child.
- Any students NOT picked-up by their respective time will be brought to reception and their parents contacted.
- Grade 4 – 6 children: Although our preference is for children to be picked up by a caregiver, 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 are escorted to the daycare.
- The yard must be clear by 3:30pm so that the Daycare can move forward with licensed programming.

JK to Grade 6 (Wednesday)

Dismissal time 12:00pm

- 1) **12:00pm:** All JK – Grade 3 students and any of their older siblings will exit through the School Yard Gate.
- 2) **12:00pm:** Gr 4-6 students without younger siblings will exit 56 Spadina.

There will be staff members on duty at each of the 2 designated pick-up **locations:**

- 1) School Yard Gate at 45 Walmer Rd
 - 2) 56 Spadina Entrance
- Parents & caregivers waiting to pick-up their child(ren) must create a line at their designated pick-up location with distance between each family.
 - Parents & caregivers must wear a mask when picking up their child(ren).
 - Any students NOT picked-up by their respective time will be brought to reception and parents will be contacted.
 - Grade 4 – 6 children: Although our preference is for children to be picked up by a caregiver, 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 collect any children registered for daycare.

Dismissal Procedures Nursery

The Nursery Team will communicate dismissal location and procedures to parents directly.

Parking & Driving

- There is no onsite parking available at JICS Lab School 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 at 45 Walmer Rd is reserved for a Kiss and Drive 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 JICS 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 Drive 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 Rd and Kendal Ave.
- 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 before dismissal, please enter the front doors of 45 Walmer Rd and remain in the reception area until your child is brought to you.

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 JICS Lab School 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.
- 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 JICS 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 the JICS Lab School 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 JICS Lab School 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 JICS. 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 JICS Lab School 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 JICS Lab 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. Each year we invite students to share their ideas about this in their own words, with an aim to produce a code of behaviour that makes sense to the children within and across divisions. JK students 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 Lab School Behaviour Code in adult friendly language lives on our family website for easy reference:
<https://www.jicsfamily.com/behaviour-code>

Birthday Policy

JICS Lab School 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.

JICS Lab School 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.

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. During 2021-2022, all class breakfasts have been cancelled until further notice.

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 JICS 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.

- Correspondence from the school office is sent electronically. We gather email addresses from each family for this purpose.
- A weekly information email is sent to parents (every Thursday) and archived in the [JICSFamily.com](https://jicsfamily.com) website. You will receive an email notice through the school database of new postings.
- The JICS Family website, dedicated to current families, is a complete gathering of information about the Lab School. Please visit our site at: www.jicsfamily.com
- Early in the Fall, (online) 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 (online) in the Fall and Spring Terms.
- Parents or teachers can request (online) 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 final 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.
- The OISE Dean's Advisory Board for the Lab School meets twice a year. Parents are represented on this board.
- Follow us on Twitter: @JackmanICS
- JICS University of Toronto website:
http://www.oise.utoronto.ca/guestid/ics/Laboratory_School/index.html

Concussion Protocols

Research indicates that a concussion can have a significant impact on a student's cognitive and physical abilities and overall well-being. The **JICS Lab School** takes any potential head injury very seriously and follows the Ministry of Education's revised Policy/Program Memorandum No. 158 (2019): [School Board Policies on Concussion](#). We are committed to developing awareness on the seriousness of concussions, concussion prevention, identification, monitoring, and management by sharing information and following protocols with students, parents/guardians, teachers, and staff.

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

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

The JICS Parents' Association is a volunteer, not-for-profit organization managed by the PA's elected executive, along with the Principal and Vice Principal. Since 1968, the PA has had charitable status that allows it to issue charitable receipts for donations used to advance its purposes. The purpose of the PA is to provide educational resources and programs that advance the education of the students, and to build, foster, and support the JICS parent community. The PA promotes open and transparent parent-school communications; stimulates and organizes parent engagement and volunteerism; and facilitates fundraising and events.

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 who are registered (**drop-ins cannot be accepted**). The Daycare 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 JICS 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

Please note that Halloween costumes that could be offensive or perpetuate a stereotype of someone's culture, gender, heritage, or religion are not permitted.

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 email.

Should parents be concerned about adverse weather conditions and/or school closure, information can be found on the University of Toronto Campus Status webpage (St. George Campus) <https://www.utoronto.ca/campus-status> or on our JICS Twitter feed which can be found on the right side of our website: http://www.oise.utoronto.ca/ics/Laboratory_School/index.html.

The JICS Lab School remains open if the University of Toronto is open.

Fire Drills

Regular fire drills are conducted at JICS 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> for a 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.

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

Fees

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

In keeping with COVID-19 social distancing requirements and minimizing adults in the school reception, we require that the tuition balance payment be delivered to Shama Joshi, the school office administrator between Monday, August 23 to Wednesday, September 8, 9:00am to 4:00pm at 45 Walmer Road.

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, 2nd floor

Toronto, ON M5S 1A2

Phone: 978-2073

Fax: 978-5572

Where applicable, **certificates for income tax purposes** (for non-instructional supervised time) will be sent out by regular mail from the General Accounting Department at the University of Toronto late in February. There is no childcare certificate for Nursery. There is a \$25 administrative fee for duplicates or replacement certificates.

The school fees are set by the University of Toronto.

- A non-refundable deposit of \$5,000 is due upon offer of admission or at re-enrollment in January. All deposits paid will be deducted from total amount.
- A second non-refundable payment representing 50% of the balance is due April. The remaining balance is due on the first day of school. Cheques are payable to The University of Toronto.
- Any outstanding balances after the start of school will be subject to an interest charge of 18% per annum calculated monthly until the final payment has been received by the University. The University will send parents a fees invoice via email.
- 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 1st payment deadline must be considered firm.
- At any time, please feel free to contact the school to discuss your plans for fee payment.
- When the number of school days in a year in any grade, Nursery to Grade 6, is reduced for any reason or the school is required to provide distance-education, no refunds of tuition will be made and no credit on future enrolment will be allowed.

The JICS Lab 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 JICS Lab School. The University of Toronto deducts what it recognizes the 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: JICS Lab School 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 JICS Lab School. Teachers regularly present at international educational conferences such as AERA and are co-authors on academic journal publications;
- Professional Visitors: The JICS Lab 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: JICS 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 JICS. 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. 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.

Food

Lunch

We request that all families provide a nutritious, balanced, litter-less 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. **In the 2021-2022 school year, all students will eat in their classroom. Any left-over food from home or wrappings will be returned home.**

The Lunch Mom (TLM) is the provider of a voluntary hot lunch program at JICS. **For the 2021-2022 school year, an individually prepared option will be offered.** Information regarding registration and payment can be found at <https://www.thelunchmom.com>

Each student will be required to bring their own drink bottle that is labeled, kept with them during the day and not shared. Water bottles will be required to be filled rather than students and staff drinking directly from the mouthpiece of water fountains.

Microwave use is not permitted.

Snacks

For the 2021-2022 school year, parents of all children, Nursery to Gr 6, are invited to bring a healthy, **nut-free**, snack from home. **The school will not be providing snack for health and safety reasons.** More information about The Lunch Mom Snack Program will be shared ASAP.

Treats from Home

We have a 'no-food-from-home' policy for birthday celebrations at JICS. 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.

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 JICS 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
- getting outside in nature together

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 JICS 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~~ **the gymnasium doors in the basement**.

Math Teaching in Half Groups

At JICS, math is usually taught in half groups, JK to Grade 6. 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 JICS 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 notable events or the children's interest.
 - *In Media Literacy Studies:*
 - ◆ To develop a critical lens regarding images and messages found in the media (i.e. stereotyping, biases)
 - *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.

Media Use at Home (Texting and Virtual Games)

Although we do not feel elementary-aged children have the social maturity to engage in online chatting, for children who are permitted by their parents to engage in texting, we have become aware of some issues that are upsetting to children. The issues are about exclusion, who is in charge, language, and the content of the texting. These issues can have an effect on the children's wellbeing at school.

If your child is texting, we suggest that you speak about the following:

What is the purpose of the texting group?

Is being a part of the group positive for everyone? Is the group meeting the needs of all members?

What about the group is working or not working?

Is this group including some and excluding others?

What might it feel like for students not on the chat to hear about the chat at school?

Are people using appropriate language?

Is the group a place for positive, friendly and fun interactions or is the group being used for other purposes?

What happens when there are problems in the group?

Who is making decisions for the group? Does this feel okay for everyone?

Who decides who gets to join and stay in the group? Could this power be shared by all?

What protocols could the group have when there are problems so that they are solved in a way that feels good to everyone?

We also encourage parents to review the texts regularly.

Our school Behaviour Code is founded on Dr. Blatz's security theory (that every child needs and deserves to feel psychologically and emotionally secure), as well as the Vivian Paley's notion (author and former University of Chicago's Lab School educator) that social inclusion is critical in school communities and the saying from her famous book, "You Can't Say You Can't Play". For some older children who have parental permission to play on multiplayer gaming apps and virtual worlds, the same emphasis on inclusion should apply. That children are kind and respectful to each other at school is expected and it is the responsibility of the school staff to foster, monitor, and support. Outside of school, we rely on parents for this supervision, and to determine that multiplayer gaming apps are safe and developmentally appropriate. We encourage parents to review the virtual spaces where your children are interacting with their peers and talk to them about online safety and citizenship.

Outreach

Outreach and environmental/social awareness are an integral part of the JICS experience. The school maintains a highly 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.

Medical Information

- We require medical information forms to be completed annually for all children attending the school in the School Forms Online (SFO) registration.
- It is the responsibility of parents with children who have medical conditions (diabetes, seizures, asthma etc.) to identify their children to the school using the medical forms in the School Forms Online (SFO) registration.

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 JICS Parents' Association is a vital link between home and school and includes all JICS 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

JICS parents are unique. They have chosen the JICS Lab School because of our public purpose: to improve public school education. They are curious and informed individuals who care about and understand the importance of public school education and support the role of the Lab School (research, teacher education, curriculum development, etc.) in exploring and disseminating what is possible.

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 JICS Lab School faculty to show images and video of their child/ren for the purpose of dissemination at through social media (such as Twitter, Instagram, Facebook, etc.), at conferences, on PowerPoint presentations, on the JICSfamily, JICS OISE, 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 JICS children is requested, for these purposes, photo permission will be obtained.

Program Curricular Goals & Expectations

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

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

Public Health Protocols

The JICS Lab School follows the recommendations and protocols of Public Health.

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

Psycho-Educational Assessments

If your child is struggling behaviourally or academically, the Special Ed Team (special ed teacher, classroom teacher and administration) may recommend that parents seek a psycho-educational assessment. At times, parents pursue a “psycho-ed” assessment independently. JICS has a long history of working with many psychologists and we have found that some in particular provide the level of detail that we and parents find to be helpful. Please consult with us for a list of suggested specialists. This comprehensive evaluation is designed to measure a child’s cognitive processing abilities (including logical reasoning, memory, attention, and executive functioning), their current level of academic knowledge in various subject areas, and to screen social, behavioural, and emotional functioning. This assessment can specifically define both your child’s strengths and areas of weakness, allowing the strengths to be amplified and the weaknesses to be targeted and overcome. For many children, having a psycho-educational assessment performed is the first step toward not only securing a diagnosis, but also accessing a range of timely interventions and support programs. A psycho-educational assessment is an intensive process, requiring interviews, the input of parents, teachers, and the child, one-on-one testing sessions, and observations. Once the assessment has been completed, however, you will be provided with a complete report detailing your child’s myriad abilities and needs. You will also be connected with essential services (where appropriate), such as occupational therapy (for improving coordination and motor functioning) and speech therapy.

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. There are usually at least two adults on the playground providing recess supervision.

Children are encouraged to make decisions about their play, utilizing 3 questions to guide their choices:

- Is it safe? (for me, for others, for the equipment, for nature)
- Is it kind?
- Is it inclusive?

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.

Children play outside in all-weather at JICS (including light rain, snowy days, and cold conditions). Please send your child with outdoor clothing appropriate to weather conditions. “There is no inappropriate weather, only inappropriate clothing!”

The JICS Play Policy

- 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 JICS 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 JICS, 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 JICS. 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.

School Closure

Should parents be concerned about adverse weather conditions and/or school closure, information can be found on the University of Toronto Campus Status webpage (St. George Campus) <https://www.utoronto.ca/campus-status> or on our JICS Twitter feed which can be found on the right side of our website: http://www.oise.utoronto.ca/ics/Laboratory_School/index.html.

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

Social Worker

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, Ellie Lathrop MSW, working in the school on Tuesdays and Thursdays. The social worker is a licensed practitioner with many years of experience working with children, in a variety of contexts, from children's mental health centers to SickKids to private practice.

The social worker collaborates 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. The social worker visits classrooms and leads workshops and discussions about relevant topics related to social and emotional well-being. The social worker is also available to meet with students in small groups or individually to offer support through counselling as needed. Additionally, the social worker offers regular parent workshops on topics such as mindful parenting, navigating sibling relationships and promoting balanced screen time. Teachers consult with the social worker about the children in their care, and the Junior Grade children themselves may ask to speak with the social worker about their own concerns. Parents can also connect with the social worker for consultation.

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 JICS Lab School provides exceptional mentorship to student-teachers throughout the grades: JK through to Grade 6 receive one second-year MA student per term (one intern in the fall term and one intern in the winter term) and one first-year student every 10 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 JICS Lab 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 Study and Education Master of Arts Teacher Ed Program, are some of the ways that JICS serves our public purpose.

Telephone & Cell-Use 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 JICS unless students (Grades 4 to 6) 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 or on school property. 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 nor during recess time.

Tuition Support

The JICS Lab School 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 Afternoon Program offers a variety of extra-curricular arts and sports-based multi-age classes to students in Grades 1 – 6 following the noon dismissal each Wednesday. **The Wednesday Afternoon Program will not operate during the 2021-2022 school year.** Instead, the ICS After School Day Care will be open starting at 12:00 noon on Wednesdays for any students who are registered.

Daycare Supervisor, Anne Marie Bartoli 416-934-4522 <https://www.jicsfamily.com/icsafterschooldaycare>