

Parent Handbook

2020-2021

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

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A. Guidelines for 2020-2021

- 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 2020-2021 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 students will be back to school five days a week (full days: Mondays, Tuesdays, Thursdays and Fridays; morning only: Wednesdays).

Our planning includes drawing on the key idea from the Ministry of Education: **cohorting**. Cohorting means that the children in each grade will be divided into two separate half groups. Cohorting will minimize the number of students and teachers that any individual comes into contact with and maintains consistency in those contacts as much as possible.

C. Faculty

Nursery East – Tara Rousseau & Kenisha Peters
Nursery West – Norah L'Esperance & Krista Spence
JK – Marcia Bumbury & Charlotte Batler
SK – Carol Stephenson & Evan Riddell
Gr 1 – Raadiyah Nazeem & Jessika Hannon-Hupe
Gr 2 – David Orsorio & Rosie Spada
Gr 3 – Michael Martins & Shanese Levy
Gr 4 – Robin Shaw & Walker Kitchens
Gr 5 – Zoe Donoahue & Meaghan Jeremic
Gr 6 – Ben Peebles & Rabia Chaudhry

The JK to Grade 6 teaching teams will collaborate to provide the learning experiences for the two half-group cohorts. Each half-group grade cohort of children will have equal time with the JICS grade homeroom teacher who will be responsible for the instruction of core subjects and the team teacher who will teach Art, Physical Education, Health, Library, and other parts of the curriculum. The Nursery cohorts will remain in their dedicated spaces.

Special Education: Judith Kimel & Nick Song

French: Tania Debss & Christel Durand

Drama: Sarah Murray

Music: Suzanne Schwenger & Russell Hersen

D. Overview of JICS Educational Model

- Students are grouped into two balanced cohorts. These cohorts have been carefully designed and may change at specific breaks in the year (e.g. following the winter holiday, etc.) for JK to Gr 6.
- Each cohort group is physically separated from the other cohort group when indoor as much as possible.
- The students remain in one space per day. Some grades may alternate classrooms, every other day, after the rooms have been disinfected.
- Each grade has its own dedicated gender-neutral washroom.
- There is limited movement of staff between the cohorts.
- Community building and connection between cohorts is an important component of the school day. Tehnology is used to connect the two grade half-cohorts when necessary.
- The specialty subjects (French, Music, Art, Phys Ed, Drama, Library) are taught using a combination of in person and in-school synchronous (live screen-based) delivery to minimize interactions with numerous teachers.
- Each grade half-cohort has regular physical education classes in the gym (maximum 12 students).
- Any toys, equipment, and learning material that are shared are cleaned and disinfected after use.
- Students are provided with their own personal work materials that can be brought home in the event of distance-education.
- Frequent hand-washing is part of the daily routine including prior to snack and lunch time.
- Lunch and snack are eaten in the classroom.
- 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.
- No food preparation or food serving activities are permitted.
- Teachers facilitate learning outdoors as often as possible.
- The two half-group grade cohorts join together for outdoor recess. Two grades are in the yard for recess at a time, one in yard west and the other in yard east, with physical distancing maintained between the two grades. The Ministry of Education guidelines recommend that physical distancing within a cohort is not required during outdoor activities such as recess.
- There are no large, in-person gatherings. We have virtual ways to come together as a community to celebrate and to build whole school connections.

E. Remote Learning

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. Remote learning accommodations will be made for students who have a medical situation or family circumstance that might make returning to school difficult or imprudent. Should a second wave of COVID-19 require us to return to full remote learning at any time during the school year, we are prepared with an updated remote learning plan.

F. Health & Safety Protocols

- Signage (hand washing and sanitizing; prevention and precautions) and floor labelling are in place throughout the building.
- Parents, faculty and staff will complete assessments and temperature checks 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

Some people may be infected with COVID-19 and contagious for days before they get sick, while other infected individuals may never develop symptoms. Both of these groups have the potential to spread the virus to the community at large. With this information in mind, the JICS Lab School expects families to screen their child(ren) for symptoms on a daily basis, prior to leaving for school.

Parents, faculty and staff are required to use the Parent/Guardian Daily COVID-19 Screening Form (located in SFO) each morning to determine whether they can come into the JICS building.

Please use the information in the SFO PARENT/GUARDIAN DAILY SCREENING form to check whether you/your child(ren) or any other member of your household have any of the following symptoms: Fever/feverish, new onset of cough, worsening chronic cough, shortness of breath, difficulty breathing, sore throat, difficulty swallowing, decrease or loss of sense of taste or smell, chills, headaches, unexplained fatigue/malaise/muscle aches, nausea/vomiting, diarrhea, abdominal pain, pink eye (conjunctivitis), runny nose/nasal congestion without other known cause.

Ensure that Neither your child(ren), nor anyone in your child(ren)'s household, nor anyone with whom a member of your child(ren)'s household has been in close contact, has tested positive for COVID-19 or had any of the symptoms in the last 14 days, and that neither your child(ren), nor anyone in your child(ren)'s household, nor anyone with whom a member of your child(ren)'s household has been in close contact, has traveled to or had a layover in any country outside Canada in the past 14 days. Students who have been in close contact with someone whom has tested positive for COVID-19 or whom has traveled outside Canada in past 14 days must not attend school until a minimum of 14 days has passed since the positive test result or from the date of return to Canada.

Students who are ill or are exhibiting symptoms of COVID-19 are required to **remain home** under the care and supervision of their parents/caregiver.

If an ill child, parent, any other household member, or JICS staff member is tested negative for COVID-19, they can return to school after being symptom free for 24 hours, and after they pass the aforementioned daily screening questions.

If a student or JICS staff member tests positive for COVID-19, we follow Toronto Public Health guidelines for contact tracing, and inform the JICS Parent and Staff community. The student or staff member must remain in isolation, until Toronto Public Health advises that it is safe for the student or staff member to return.

In any case of suspected COVID-19, we follow the direction of Toronto Public Health.

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 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, the parent or emergency contact will be notified to pick up the symptomatic child within a maximum of 60 minutes from the waiting room. While waiting to be picked up, the supervised student will be given a mask to wear. 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 4 - 6 will be required to wear non-medical or cloth masks while in 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 2 masks daily (one for morning and one for afternoon).
- Students in Kindergarten to Grade 3 are strongly encouraged to wear masks at arrival and when in common areas inside the school. Some grades share the same section of the building, e.g Gr 3 and Gr 4 classrooms. Although each grade has its own washroom, they will share the hall and wearing a mask will be recommended.
- 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): medical masks and face shields. 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

Renovated classrooms are ventilated with MERV-13 filtration. Windows are open to increase the flow of fresh air into classrooms. Air purifiers are provided for classroom use.

M. Travel Restrictions

Should families be making plans to travel anytime in the year, please be aware and adhere to national and international travel restrictions. Currently, anyone who is travelling internationally must self-quarantine for 14 days upon return to Canada.

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 Arrival	8:30am to 9:00am
Nursery Program	9:00 am to 11:45am
Nursery Dismissal	11:45am
JK to Grade 6 Arrival	8:30am to 9:00am
JK to Gr 6 Program (Mon, Tue, Thur, Fri)	9:00am to 3:00pm
Dismissal (Mon, Tues, Thur, Fri)	3:00pm-3:15pm (see Dismissal Section)
JK to Gr 6 Program (Wednesdays)	9:00am to 12:00pm
Dismissal (Wednesdays)	12:00pm (see Dismissal Section)

Calendar

PLEASE NOTE THAT IN ORDER TO EASE THE TRANSITION TO SCHOOL DURING COVID-19, THE CHILDREN'S ENTRY WILL BE STAGGERED.

In JK to Grade 6, one half of the grade cohort will begin on begin on **Tuesday, September 8**, 8:30-12:00. They **will wait to return to school on Thursday, September 10**, 8:30-3:00, for their second day of school.

The second half of the grade cohort will begin on **Wednesday, September 9**, 8:30am – 12:00pm. They will return to school on **Thursday, September 10**, 8:30-3:00 for their second day of school.

There will be no afterschool Daycare on Tuesday, September 8 or Wednesday, September 9. Daycare will begin on Thursday, September 10.

Parents are notified in late August whether their child comes to school on Sept 8 (half day) and Sept 10 (full day) or on Sept 9 (half day) and Sept 10 (full day).

The Nursery children's entry will be staggered over a few days beginning on Monday, September 14th. Children continue to attend school *every day* after their start date.

The staggering will allow us to truly welcome and attend more closely to incoming children who may need extra support with orientation this year. It will also allow us to learn whether any of the procedures need to be adjusted.

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-20-21>

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

- Parents are required to use the **Parent/Guardian Daily COVID-19 Screening form (found in SFO)** 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 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.
- During the 2020-2021 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.

JK to Grade 6

Staggered Drop-off Time Window: 8:30am – 9:00am

In keeping with social distancing measures, we will separate children to use 4 entrance points into the school building:

- 1) North yard gate**
- 2) 45 Walmer Rd front doors**
- 3) North side door (45 Walmer side)**
- 4) 56 Spadina doors**

Kiss & Drive Drop-off Protocol

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

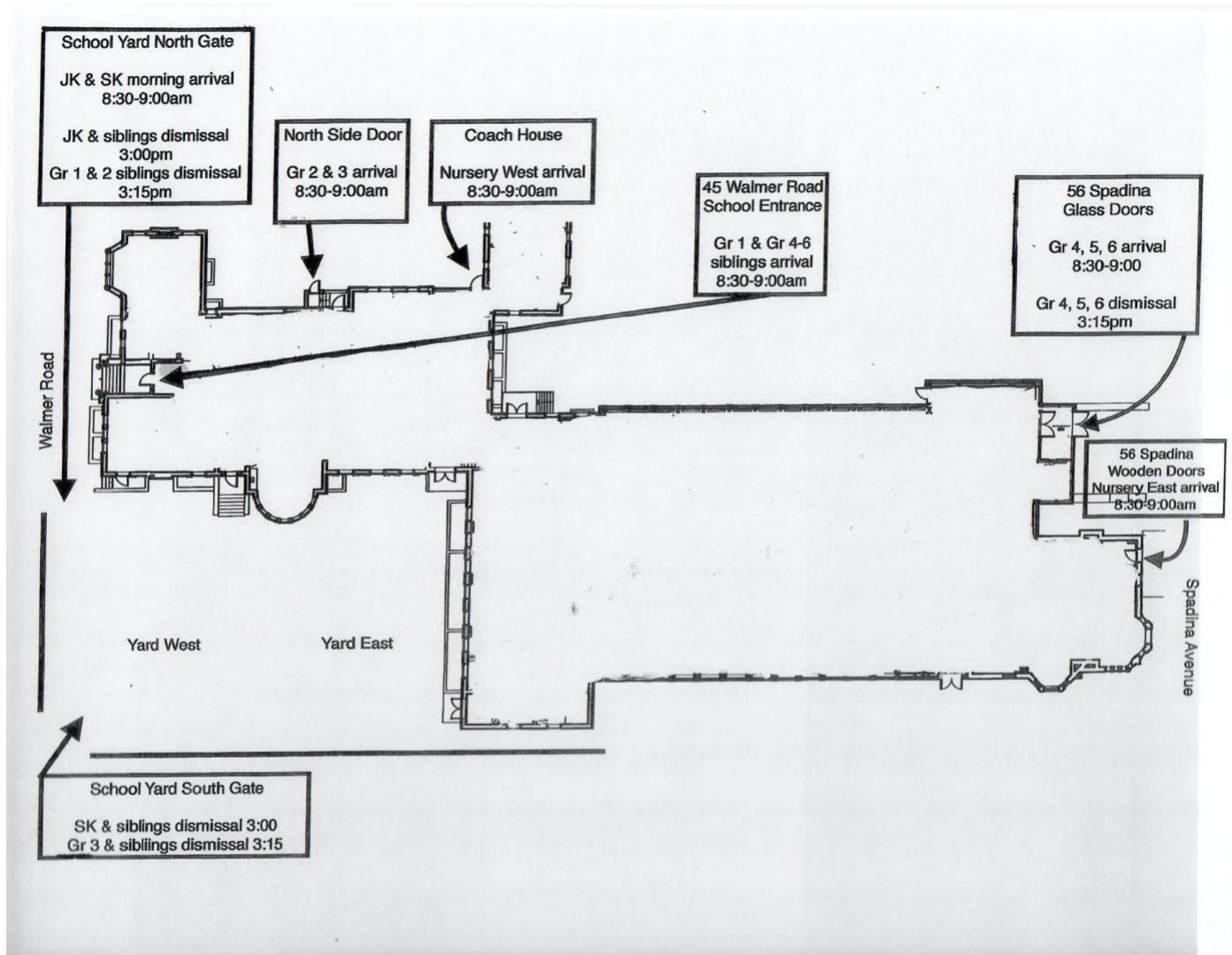
45 almer side for drop off of all JK, all SK, all Gr 1-3 students, Gr 4-6 students with siblings in JK, SK, Gr 1-3. **There is no Kiss & Drive at 56 Spadina side** for Grade 4-6 students. Parents who are driving their child must find an alternate location to walk to the entrance of 56 Spadina. Paid parking 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 up to the school and create a queue of vehicles.
- **ALL** students MUST remain in the vehicle until their car is at the front of the line inside the pylon markers.
- 1st vehicle in queue will pull up to the pylon markers. Staff on duty will assist child getting out of the vehicle and walking to their entrance point. There will be sidewalk markers, spaced 2m apart leading to the front door, the yard north gate, the north side door, and the 56 Spadina doors.
- Parents will remain inside the vehicle at all times 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.
- Next vehicle will approach the drop-off point (pylon markers) and repeat process.
- Students/families walking/biking will integrate into the staggered flow into the building/yard as instructed by the staff on duty.
- **It is highly recommended that all students in JK – Gr 3 wear a mask during drop-off to ensure the safety of all students and staff across cohorts.** Gr 4 – 6 students are required to wear a mask beginning at drop-off and throughout the school day, indoors (with exception for those with a medical condition).
- Parents will drive **northbound** towards the school on Walmer Rd and join the queue of vehicles.

School Entrance Points:

- **JK & SK** enter SCHOOL YARD NORTH 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** enter 45 WALMER RD FRONT DOORS
- **GRADE 2 & GRADE 3** enter NORTH SIDE DOOR (45 Walmer)
- **SIBLINGS** IN GRADES 4-6 OF JK – GR 3 Students enter 45 WALMER RD FRONT DOORS
- **GRADE 4, GRADE 5, & GRADE 6:** 56 SPADINA GLASS DOORS



Arrival is from 8:30-9:00. The start of the school day is 9:00. Students in Gr 1-6 will travel directly to their classroom for supervised quiet activity time until the start of the school day. **The school building will be closed to late children at 9:00am.** There is no late entry for any child (after 9:00am) during the 2020-2021 school year for safety reasons.

- Parents and caregivers who escort children to school on foot/bike cannot enter the school or yard.
- The washroom in reception is not open to the public.

- 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.*
- 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. The child/ren cannot return to school that day for safety reasons.

Arrival Procedure: Nursery

Staggered Drop-off Time: 8:30am – 9:00am

- There will be **no parking** from 8:30am – 9:00am on Walmer Road or Spadina Road in front of the school. 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/>
- Children in the Nursery WEST class will enter through the COACH HOUSE (45 Walmer north driveway)
- Children in the Nursery EAST class will enter through the 56 SPADINA ENTRANCE (wooden doors)
- **NO** child in JK – Gr 6 can enter through the designated Nursery entrances or the Nursery classrooms.
- Siblings of children in Nursery WEST and Nursery EAST will enter through their group's designated entrance on Walmer side or Spadina side

Dismissal Procedures

- Adults are not permitted into the building or school yard. The washroom in reception is not open to the public.

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

Staggered Dismissal time 3:00pm – 3:15pm

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) 3:00pm:** All JK & SK students and any of their older siblings (JK students will exit through the NORTH playground gate of the playground. SK students will exit through the SOUTH playground gate of the playground.)
- 2) 3:15pm:** All Gr 1-3 students and their siblings in Gr 4-6 (Gr 1, 2 and siblings will exit through the NORTH playground gate of the playground. Gr 3 and siblings will exit SOUTH playground gate of the playground.)
- 3) 3:15pm:** Gr 4-6 students without younger siblings (JK-Gr 3) will exit 56 Spadina.

([See Diagram under Arrival Procedures](#) of school entrance/exit points)

There will be staff members on duty at each of the 3 designated pick-up location:

- 1) South playground gate of playground 45 Walmer Rd**
- 2) North playground gate of playground 45 Walmer Rd**
- 3) 56 Spadina glass doors**

- Parents & caregivers waiting to pick-up their child(ren) must create a line at their designated pick-up location with 2 metres of distance between each family (following the sidewalk markers).
- It is highly recommended that parents & caregivers wear a mask when picking up their child(ren)
- Waiting children will be called by the staff to the pick-up location in the order of the parent line up.
- JK & SK students have recess at the end of the day (2:30pm-3:00pm) 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 2:30-3:00 to pick up their child.
- Any students exiting 45 Walmer side NOT picked-up by their respective time will sit, with 2 metres between them, on the wooden bench until picked up and will be supervised by a staff member on duty.
- Any students exiting 56 Spadina side NOT picked-up by their respective time will sit, with 2 metres between them, on the concrete bench area outside the 56 Spadina entrance until picked up and be supervised by a staff member on duty.
- 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)

Staggered Dismissal time 12:00pm – 12:15pm

- 1) 12:00pm:** All JK & SK students and any of their older siblings (JK students will exit through the NORTH playground gate of the playground. SK students will exit through the SOUTH playground gate of the playground.)
- 2) 12:15pm:** All Gr 1-3 students and their siblings in Gr 4-6 (Gr 1, 2 and siblings will exit through the NORTH playground gate of the playground. Gr 3 and siblings will exit SOUTH playground gate of the playground.)
- 3) 12:15pm:** Gr 4-6 students without younger siblings (JK-Gr 3) will exit 56 Spadina.

There will be staff members on duty at each of the 3 designated pick-up location:

- 1) South playground gate of playground 45 Walmer Rd**
- 2) North playground gate of playground 45 Walmer Rd**
- 3) 56 Spadina glass doors**

- Parents & caregivers waiting to pick-up their child(ren) must create a line at their designated pick-up location with 2 metres of distance between each family (following the sidewalk markers).
- It is highly recommended that parents & caregivers wear a mask when picking up their child(ren)
- Waiting children will be called by the staff to the pick-up location in the order of the parent line up.
- Any students exiting 45 Walmer side NOT picked-up by their respective time will sit, with 2 metres between them, on the wooden bench until picked up and will be supervised by a staff member on duty.
- Any students exiting 56 Spadina side NOT picked-up by their respective time will sit, with 2 metres

between them, on the concrete bench area outside the 56 Spadina entrance until picked up and be supervised by a staff member on duty.

- 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 in JK – Grade 3.

Dismissal Procedures Nursery

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

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 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 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 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 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.
- 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.

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 the 2020-2021 school year, all class breakfasts have been cancelled.**

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.

- Correspondence from the school office is sent electronically. We gather email addresses from each family for this purpose.
- 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
- 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 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.
- 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
- University website: 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

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 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 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

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 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.

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. **This year, club participants will be limited to students within a grade half-group cohort.**

Sports teams typically begin in Grade 3. JICS participates in TDSB sports competitions. Competitive sports activities with other schools begin in Grade 5. **Due to COVID-19 health and safety restrictions, all competitive sports are suspended until further notice.**

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 Nancy Boudreau, school office administrator between Monday, August 24 to Thursday, September 3, 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

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.

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. 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.

Due to COVID-19 health and safety restrictions, day field trips will be modified. The annual overnight trips (Tawingo, Sandbanks, Ottawa/Montreal) have been cancelled.

Lunch

We request that all families provide a nutritious, balanced, litterless 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 2020-2021 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 2020-2021 school year, in place of the buffet lunch, 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 2020-2021 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.**

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.

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
- 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 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, 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. **For the 2020-2021 school year, all subjects will be taught to the half group (11 or 12 students) grade cohort.**

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.

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.

Program Curricular 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.

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 psychologist 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 Jackman ICS (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 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.

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 select days. 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 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 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 Study and Education Master of Arts Teacher Ed Program, are some of the ways that Jackman ICS 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 Jackman ICS 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

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 extra-curricular arts and sports-based multi-age classes to students in Grades 1 – 6, following the noon dismissal each Wednesday. **Due to the need to maintain social distancing between grade cohorts, we are unable to offer a Wednesday Afternoon Program this year.** School will end at 12:00 noon on Wednesdays. 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>