

JICS LAB SCHOOL
2022 / 2023



OPEN HOUSE

FOR NURSERY APPLICANTS



Dr. Eric Jackman Institute of Child Study
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

INFORMATION FOR NURSERY APPLICANTS

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Dr. Eric Jackman Institute of Child Study
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FOR MORE INFORMATION
VISIT OUR WEBSITES

WWW.OISE.UTORONTO.CA/JICS/
WWW.JICSFAMILY.COM

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The Dr. Eric Jackman Institute of Child Study Laboratory School

The Dr. Eric Jackman Institute of Child Study Laboratory School (JICS Lab 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.

School Purpose and Philosophy

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 JICS 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 diverse 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.
- 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 Master of Arts in Child Study and Education program, providing both practicum experience, mentoring, and course instruction by our teaching staff.

Curriculum Principles at The JICS Lab School

In keeping with our philosophy, the JICS Lab School takes a developmental approach in defining Program Goals and Expectations and has articulated the following central principles:

- **The curriculum is challenging and coherent**

The JICS Lab School teaches a challenging and coherent curriculum within each grade level and across grade levels and subject areas. The goal of the curriculum is deep understanding and engagement in learning. The school uses the Ontario Curriculum of the Ministry of Education and Training as a basis for overall expectations. Enrichment permeates the JICS curriculum and is available to all.

- **The curriculum is creative and responsive**

The teachers use knowledge of child development, the sequence of acquisition of skills, and the inquiry and security philosophy of the school as guiding principles in developing the curriculum. The school principal leads and facilitates this process. The school places value on the initiatives which teachers take to respond to the individuals in the group and to reflect their interests and questions in the daily work of the class. Teachers communicate across divisions and subject areas about the curriculum as it is taught to each class.

- **The curriculum supports the whole child**

Every teacher at the JICS Lab School accepts responsibility for balancing social, psychological and emotional growth with academic learning. We believe that the curriculum needs to be cognitively challenging, authentic, and social. The curriculum respects the family, cultural, and racial diversity which is valued at the laboratory school.

- **The curriculum is integrated and holistic**

Children are encouraged to use multiple ways of knowing and expressing their knowledge. Subject matter is frequently taught in ways which blend the disciplines and allow the meaningful application of skills gained in one domain to the exploration of another domain. Timetables allow for specific subject teaching as well as integrated approaches to the curriculum. Music, Visual Arts, Drama, and Physical Education are taught by specialty teachers and integrated with the work of the classroom. There are resources for both special education and French language instruction.

- **The curriculum is developmental**

Every subject area is taught in a developmentally appropriate way respecting the salient characteristics of both the age group and the individuals in the class.

Curriculum Practices at The JICS Lab School

Language Arts

In Language Arts, our students develop knowledge and skills in the areas of reading, writing, speaking, and listening. Students access, comprehend, interpret, analyze, evaluate, and respond to language through reading; communicate effectively as speakers and writers; and listen in an informing, empathetic, and critical manner.

Mathematics

Our students value mathematics and its usefulness in everyday life; display confidence and elegance in their ability to function effectively in situations involving mathematics; think, reason, and communicate mathematical ideas; demonstrate strength in problem-solving and computation; use technological tools appropriately and effectively; and transfer knowledge beyond the mathematics classroom to enable lifelong learning.



Science and Technology

In Science and Technology, our students develop knowledge and skills in the areas of life science, physical science, and earth science. Students work to understand and appreciate the workings of their natural and physical environment; demonstrate knowledge of facts, concepts, conceptual networks, and process skills that enable them to continue to learn and think logically; and understand how science, technology, and society are interrelated and useful in everyday decision-making. Our students are young scientists constructing deep understanding.

Social Studies

In Social Sciences, our students develop knowledge and skills which include anthropology, economics, geography, history, philosophy, political science. Students work to understand themselves and society; be prepared for active citizenship; understand how the past influences the present; develop an appreciation for the complexity of the community and the world; live competently and productively in a complex world.

French

At the JICS Lab School, the French program offers the Accelerated Integrated Method (AIM), also called the Gesture Approach. This method has been proven to help children internalize new vocabulary by associating gestures with words. AIM teaches words of high frequency, allowing children to accumulate a wide vocabulary base in the early stages of language acquisition.

- The Primary French Program (JK – Grade 2) intersperses gesture instruction with other vocabulary acquisition tools in order to bring variety and fun to the classroom. The goal of the Primary French Program is to create an environment that promotes the love of French.
- The Junior French Program (Grade 3 – Grade 6) continues the use of the AIM method as well as teaches students how to describe, ask questions, retell, extend, and create stories. Student learn vocabulary and grammar, in both oral and written form, and also use expressions, verbs, and adjectives.

Special Education

In the JICS Lab School Resource Room, our Special Education teachers work with individual students to address needs in reading and writing. In the early years, we support students with letter formation, spacing between words, writing for an audience, and choosing rich descriptive language. In the junior grades, students learn about grammar, sentence structure, paragraph writing, and proper punctuation. In working with the classroom teachers, students who come to the Resource Room receive meaningful, purposeful, and contextualized lessons that are aimed at students' individual literacy levels.

Library

The goals Of the JICS Lab School Library Program are:

- To nurture a love and appreciation for books.
- To broaden children's view of themselves and others by ensuring they encounter mirrors of their background, identity, and experience, as well as windows of difference.
- To collaborate with the classroom teachers in terms of skills and inquiry focus.
- To create an environment that encourages the students' literacy skills development.
- To develop information literacy through technology.

Physical Education & Health

The goal of the Health and Physical Education curriculum at JICS is to enable students to develop their movement skills, health-related fitness, and understanding of what it means to live an active and healthy lifestyle. **Through child-centred instruction, the program aims to instill confidence in students to participate actively and think critically about movement and health.** Students will have the opportunity to exhibit leadership and decision-making through the creation and exploration of games, dances, and routines.

Drama & Movement

No art form is more collaborative than Drama. The JICS Lab School Drama Program is designed to stimulate the imagination of students from Nursery to Grade 6, while encouraging the growth of artistic and collaborative skills.

Students are challenged to accept the viewpoint and contributions of others, as they create a dramatic structure in which conflict is developed and the thoughts and feelings of dramatic characters are explored. Language skills are enhanced at every stage in Drama, as students learn to effectively communicate their ideas, and later, to communicate the ideas of a dramatic character.

Each week students create and share imagined environments through which they can build social, emotional, physical, and cognitive skills, and best of all, they have a lot of fun doing it!

Music

The Music Program at JICS explores rhythm, melody, tone, colour, dynamics, genre, and more. Musical movement games and singing are an important part of the program.

- In Primary Music (Nursery-Senior Kindergarten), the students focus on movement, singing, listening, and playing simple instruments. They explore the concept of ‘steady beat’ and enjoy rhythmic and melodic games and activities.
- In Junior Music (Grade 1-6), students continue to develop their sense of rhythm, melody, tone, and genre. Students will learn and use the solfege system to better understand, melody, harmony, intervals, and chords. Working in ensemble, students learn composition, improvisation, and performance skills.

Visual Arts

Children are born artists, and their time in art should be a joyful process of discovery, self-expression, and the building on of existing ideas and skills. Students in the art studio will learn and practice creating and communicating responsibly and respectfully in a collaborative space.

Classes often begin with a brief introduction, activity, or discussion before students embark on their own discovery of methods and materials. Students will explore the elements and principles of design through collage, drawing, painting, clay and sculpture, construction, printmaking, and photography.



Assessment at The JICS Lab School

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.



Expected Academic Achievement

Students at the JICS Lab School graduate at the end of Grade 6 prepared for Grade 7 in either public or independent schools in the province of Ontario. Throughout their years at JICS, students are offered a program in which enrichment in every subject is encouraged and available.

Annual Student Evaluations

Students at the JICS Lab School are evaluated continuously throughout the year through various formal and informal assessments. These are used to shape student goals. Reporting to parents is done in regular detailed interviews and summarized in a written report card. In addition, the school participates for research purposes in the Canadian Test of Basic Skills (CTBS) from Grade 2 to Grade 6. This is a series of standardized, normed tests in mathematics and language which compares both individuals' and the school's overall performance with other students and schools. The JICS Lab School regularly scores above the 96th percentile on average in each test taken.

The JICS Lab School Commitments

Equity, Diversity, and Inclusion

The JICS Lab School is deeply committed to diversity, equity, and inclusion in all forms including race, ethnicity, culture, socio-economic status, religion, gender, national origin, family composition, sexual orientation, physical/health or psychological difference. We create an intentionally diverse community where all members are valued and work together to confront racism and discrimination. Members of the JICS community know that diversity is a moral imperative and an invaluable aspect of a true education. We strive to always create safe spaces for courageous conversations with input from all of our community.

The Truth and Reconciliation Commission

The JICS Lab School understands the essential role that schools must play in committing to the calls to actions from the Truth and Reconciliation Commission, which includes teaching curriculum on the history and legacy of residential schools, treaties, and the impact of colonialism. The school celebrates Indigenous people's historical and contemporary contributions to Canada and builds bridges with Indigenous community members, seeking partners to guide us on an ethical and respectful path forward.



Responsibility as a Lab School

At the JICS Lab School, we serve our public purpose by sharing our expertise on how children learn, working with OISE teacher education programs, conducting research with internal and external scholars and presenting findings at national and international educational conferences, in academic journal publications, and in JICS published material such as the book [Natural Curiosity](#).

The Nursery Program and Philosophy

The JICS Lab School offers a morning program for three- and four-year-olds. The aim of the program is to offer a nurturing environment that provides children the opportunity to learn and grow in a safe and secure setting. In this individualized program, children are strongly accepted and appreciated for who they are as we encourage them to try new things and openly express their ideas and feelings. Diversity is valued and celebrated.

The Nursery curriculum is designed to meet the strengths, needs, and interests of each child. The program is founded on the belief that young children learn best through free and active experimentation and exploration of materials and ideas as they discover the world around them. Children are supported through challenges and encouraged to reason through problems that arise. There is a strong emphasis on creativity; imaginative play is highly valued. In their interactions with peers, children are helped to understand other viewpoints as they negotiate conflict and discover the joys of social play. Essential to all early learning - social, emotional and academic - are the strong relationships formed between adults and children, among children, and between home and school.

As we develop a curriculum that responds to the ongoing needs and interests of the group, we seek to offer children a balance between spontaneous, child-initiated activities and more structured teacher-led learning. Much of the morning is designed as a play-based program, supporting children's deep engagement in a variety of learning activities; these may include building, art, problem-solving, science exploration, fine-motor activities, reading and story-telling, dramatic play and outdoor play. The program is further enhanced by the integration of specialist teachers in the areas of music, drama, visual art, library and physical education.



Daily Life in the Nursery

We design the Nursery morning to incorporate a variety of experiences for the children, while also thinking about a flow that allows children to sink deeply into what they are doing. The pandemic shaped the Nursery program in a new way and we liked some of the changes we discovered, especially spending more time outside! In these times of adaptation, we look forward to shaping our schedule to best meet the current needs and opportunities. Essential pieces of the Nursery program include:

Greeting/Settling-In **note: the Lab School day begins at 8:45am*

Children and teachers greet each other; children are supported to choose and sustain an activity. We may sometimes begin the day by gathering as a whole group on the carpet; most days our activity centres are all open so the children can get busy immediately. On some days, children may begin their playtime outdoors.

Exploration Play: Inside or Outside

Children engage freely in a variety of art, sensory, building, literacy, math-based, fine-motor and imaginary play activities. Teachers work with individuals and small groups to facilitate play and support developing social, physical and academic skills. Outdoor play allows for land-based experiences and happens in all kinds of weather.

Snack allows for a pause and provides a social experience of sharing food and conversation.

Working with Specialty Teachers

Children benefit from the expertise of a number of specialty teachers. To provide continuity and smooth transitions, some specialty teachers visit the classroom, while others work with the children in half-groups in other spaces in the school. Across the span of a week, the children participate in every specialty class. Specialties include:

Phys. Ed. **in our beautiful gym*

Music

Drama **note: drama happens every other week*

Art

Library



Circle Time/Half-Group Learning Activities

Stories, songs, shared news and birthday celebrations all take place in a whole group circle. Half-group times allow for more intimate learning opportunities including movement, building, discussions and hands-on investigations, as well as stories and songs.

Outdoor Play in the Big Yard

More fresh air in our big yard and gross-motor activities including riding tricycles, our early years climber and lots of space to run.

Nursery children are picked-up from the playground by 11:45am

Admissions Policy



Application to the Dr. Eric Jackman Institute of Child Study Laboratory School can be made any time after the child is born. Submission of an application does not guarantee admission, only a place on the waiting list. The JICS Lab School Admissions Committee will meet in January or February of each year to consider the ten boys and ten girls who will be admitted to the Nursery School Program in September. All applicants will remain on the waiting list until they are either offered a space or decline to enrol. If a space subsequently becomes available for a new student in a class from the Junior Kindergarten to Grade Six, it will be offered to an eligible student on the list.

Places on the waiting list will be determined on an equitable basis. Dr. Eric Jackman Institute Laboratory School has several criteria for balanced classrooms. The criteria for selection include:

1. It is the policy of the JICS Lab School to encourage the enrolment of siblings.
2. It is a policy of the JICS Lab School to comprise classes so as to represent the Indigenous and multiethnic dimensions of the Toronto community.
3. Admission of students in the upper grades will be determined according to the best interests of the child and the class.
4. Preference will be given to children of employees of the Institute.
5. There is no fee for submitting an application.
6. The Admissions Committee of the school will review admission policy annually.

It must be noted that attendance in the JICS Lab School in no way gives any child preferential treatment for entrance into the University of Toronto Schools (UTS). In fact, it is the policy of this school to prepare children to continue their education in a wide variety of middle school settings.

LOCATION

Spadina & Bloor is the main intersection. The JICS Lab School is approximately one block west of Spadina and one block north of Bloor located at 45 Walmer Road.

PARKING

There is no on-site parking at the laboratory school. Paid public parking can be found:

- Walmer Road Baptist Church (entrance on Lowther Avenue) – above ground parking in rear
- 7 Walmer Road (building behind Shoppers Drug Mart on Bloor) – underground parking, entrance on Walmer Road north of subway entrance
- 4 Spadina Road (north of Bloor, west side) – above ground
- 19 Spadina Road (north of Bloor, east side) – above ground

SCHOOL HOURS

Nursery School	8:45 am to 11.45 am
JK & SK	8:45 am to 3:30pm
Grades 1 to 6	8:45 am to 3:30pm
Wednesdays (JK to 6)	8:45 am to 12:00 noon



THE ICS AFTERSCHOOL DAYCARE

The ICS Daycare is a licensed before and after school program. It is available to children enrolled in the school from Nursery to Grade 6. It is open Monday to Friday from 8:00am - 8:45 am and 3:30pm - 6:00pm. A snack is provided every day as well as crafts, games, films and time to play outside. Occasional daycare is available. The Nursery Daycare operates from 11:45 am to 6:00 pm. Please see pages 11-14 for program information and fees information. More information is available on request from our Daycare Supervisor, Anne Marie Lopez at 416 934-4522 or ics.after.school.daycare@gmail.com.

WEDNESDAY AFTERNOON PROGRAM

On Wednesdays, the JICS Lab School teachers meet for Professional Development and Research work. The Wednesday Afternoon Program offers enrichment programs for Grade 1 to 6 students following the noon school dismissal each Wednesday. It is organized by a Program Co-ordinator who schedules stimulating programs with qualified instructors each term. Sports programs are always available, and may include skating, hockey, tennis, baseball, and track and field. Art and drama courses are also popular.

THE PARENTS' ASSOCIATION

Every JICS parent is welcome in the Parents' Association. The Parents' Association supports family activities, educational enrichment opportunities and community building for all JICS families.

ICS After School Daycare - Program Information 2021-2022



45 Walmer Road, 416-934-4522

Email: ics.after.school.daycare@gmail.com

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

Please note: The following Daycare information applies to the 2021-2022 school year. 2022-2023 information will be updated on the website when it becomes available.

Our Philosophy

We strive to create a safe, secure, loving environment in which children feel comfortable exploring their interests and expressing themselves, and to provide some of the guidance each child needs to develop a healthy sense of self in a larger social setting outside the home.

We recognize the individuality of each child in the centre - each with a distinct personality, unique qualifications and aptitudes and individual needs. We strive to support each child's unique pattern of development and to identify and stimulate particular interests and talents. Creative self-expression is always valued and encouraged in art and play activities.

Health and Safety

In the context of the pandemic, there has been extensive planning underway to ensure a safe and engaging childcare experience. All policies and plans have been developed in close partnership with the JICS Lab School and in adherence with Public Health and Ministry guidelines. These include small, consistent cohorts; consistent staff person(s) assigned to each cohort; enhanced cleaning protocols; monitoring of health of students and staff; and mask protocols consistent with Lab School policies.

Daycare cohorts will remain small and consistent, with a consistent staff person assigned to each cohort. In accordance with Ministry of Education guidelines, students from different classes may be combined in a group, as long as it remains consistent within the Daycare program. It is likely the Daycare will have mixed grade groups, however this is dependent on enrolment.

Daily Daycare Programs

The following programs will only be available to those registered for Full-Time or Part-Time Care this year.

Program	Time
Before School Care	8:00am - 8:45am
After School Care (3 days/week or 5 days/week) Wednesday Afternoon Care	3:30pm - 6:00pm daily 12:00pm - 6:00pm Wednesday
Nursery Care (for Nursery Students)	11:45am - 3:30pm OR 1:45am - 6:00pm

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The Full-Time option includes childcare for each day that school is in session. If you select the Full-Time option you will be billed for each day that school is in session in a given month. Please refer to the [Fees Information page](#) for details.

The Part-Time option includes childcare for 3 days each week that school is in session. Families must select which 3 days will be used on a consistent basis. If you select the Part-Time option you will be billed for 3 days each week school is in session in a given month. Please refer to the [Fees Information page](#) for details.

The Daycare is closed for all statutory holidays and during the periods the school building is closed. The Daycare closes each day at 6:00 pm and parents are expected to arrive on time to pick up their child(ren). The Daycare has a late pickup policy; please refer to the Fees Information sheet for details.

Wednesday Afternoon Care (JK to Grade 6) (New for 2020-2021 and 2021-2022)

Childcare following Wednesday dismissal at 12:00 pm will be available only to children registered for Full-Time or Part-Time Daycare. Students will join their regular cohort for lunch, outdoor play, and programming based on their interests. Staff will engage with the students to identify interests, and together develop projects or programming ideas. Groups may engage in cooking, art-making, craft, sport or games.

PD Days and March Break

Should the Daycare be able to safely provide PD Day and/or March Break childcare that meets all Lab School, Public Health, and Ministry guidelines, families will be advised accordingly with as much advance notice as possible.

Registration

Registration with our online software system (Sandbox Software) is required for the use of all programs. Families are welcome to contact the Daycare Supervisor should they wish to register for Daycare at any point in the school year. New and returning Daycare users can access Sandbox registration on our [homepage!](#)



ICS After School Daycare - Fees Information 2021-2022



45 Walmer Road, 416-934-4522

Email: ics.after.school.daycare@gmail.com

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

ICS After School Daycare will be offering only Full-Time or Part-Time childcare this school year. Families will be required to register for either 5-day/week (full time) or 3-day/week (part time) in order to use Before School or After School Care. Due to the current pandemic, no occasional, one-time care (Flex) will be available this year.

The Daycare will be offering Wednesday Afternoon Care for children from JK – Grade 6 only for those families registered for Full-Time or Part-Time Daycare. Families using Part-Time Care are able to select 3 consistent days their child(ren) will use the Daycare; this can include Wednesdays from noon dismissal, but does not have to.

Rates noted are weekly, assuming a standard 5-day week, but will be billed accordingly.

Weekly Rates

Program	Full-Time (5 days)	Part-Time (1-4 days)
Before School Care 8:00am - 8:45am	\$10/day	\$12/day
After School Care - for students JK - Grade 6 <i>(daily, excludes Wednesdays)</i> 3:30pm - 6:00pm	\$25/day	\$30/day
Wednesday Afternoon Care - for students JK - Grade 6 12:00pm - 6:00pm	\$60/day	\$65/day
Nursery Care 11:45am - 3:30pm	\$35/day	\$40/day
Nursery Care Extended 11:45am - 6:00pm	\$60/day	\$70/day

ICS After School Daycare - Fees Information 2021-2022



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Fee Payment

The ICS After School Daycare fees are set to cover the ongoing costs of operation. They are kept as low as possible and are raised only when necessary. Fees are subject to change upon approval by the Daycare Board of Directors. Families will be given one month notice of fee changes.

Families will be billed for services monthly. Invoices itemizing the services used will be sent out at the end of each month. Payment can be made by cash, cheque (made out to ICS After School Daycare), email money transfer, or credit card via our online software system (Sandbox Software). With credit card payments, a fee of 2.9% + \$0.30 will apply and will be billed on the following month's invoice. Invoices must be paid within 30 days of their receipt.

Receipts will be issued at the end of the calendar year.

More information about the ICS After School Daycare can be found on our website at <https://www.jicsfamily.com/icsafterschooldaycare>





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