

JICS LAB SCHOOL
2023 / 2024



JICS Applicant Information

for 2023/2024 School Year



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

INFORMATION FOR JICS APPLICANTS

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45 Walmer Rd
Toronto, ON



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

School Office:
416-934-4517
labschooloffice@utoronto.ca



FOR MORE INFORMATION
VISIT OUR WEBSITES

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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.

The JICS Lab School's Philosophy of Education

The JICS Lab School's Three-Part Philosophy: Security, Child Development, and Inquiry

The Lab School's philosophy rests on three tenets: the "security theory" of Dr. William Blatz, the institute's first director; theories of developmental psychology; and the social constructivist theories of John Dewey. This three-part philosophy is based on knowledge about what children need and how they learn best. These philosophical roots are intertwined: from a child-centred perspective, it is apparent that for deep, rich, meaningful, and productive inquiry-based learning to occur, it is necessary that children feel secure, engaged, valued by, and connected to their community, while their development is being optimally encouraged and supported.

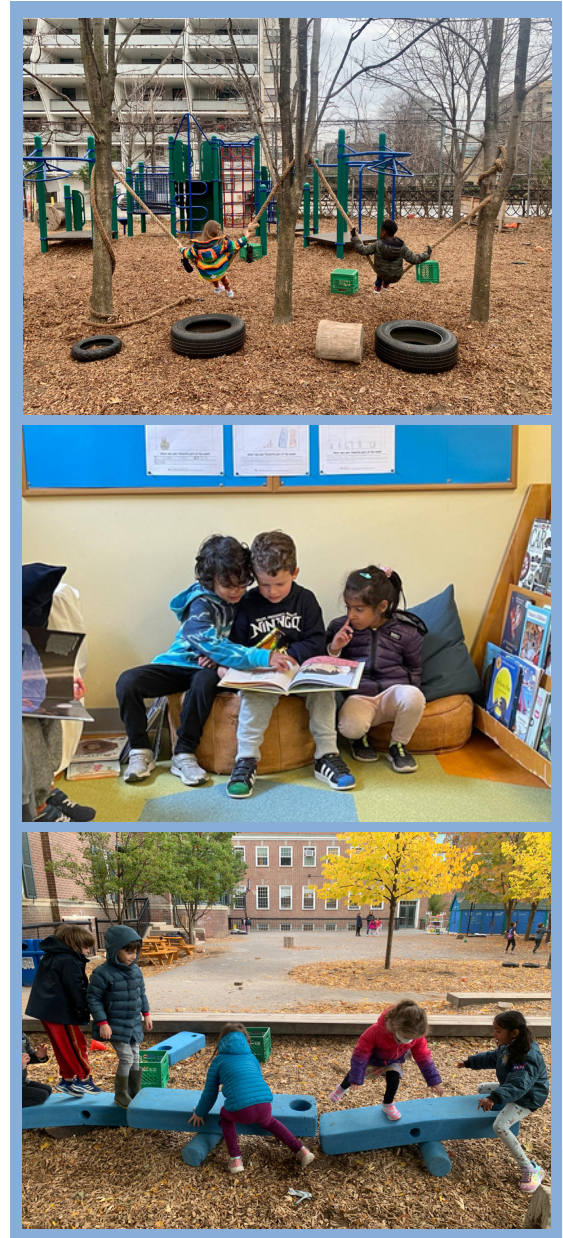
Blatz's security theory informs educators that children learn best in an environment where they feel secure enough to take risks, where they know their ideas will be listened to without judgement, and their contributions matter. They learn best in a place where they're happy, where they feel known, loved, and valued, where all parts of their identity are welcomed and celebrated, and where they have deep sense of belonging. Blatz's work on security was an essential precursor to Mary Ainsworth's famous attachment theory, who was a student and mentee of Blatz. Ainsworth carried over several aspects of Blatz' security theory into her work on attachment including the need for a child to have a secure base with a close relationship (such as a parent or teacher) in order to have confidence to explore the world (Ainsworth, 2010). At the Lab School, a secure learning environment is intentionally created for children that inspires exploration, creativity, curiosity, critical thought, and confidence to flourish. A diverse, culturally conscious, and deeply interconnected community is fostered, in which all members feel known, respected, and encouraged as active participants. The culture of the Lab School community is that of a supportive family.



In addition, an optimal learning environment for children is one that is sensitive to their developmental needs. A developmental approach means that every child is viewed as an individual, unique in their combination of developmental readiness, culture, lifestyle, learning approaches, temperament, and special talents. Children grow in their development when they are both challenged and supported. All areas of development (cognitive, physical, social, emotional, prosocial) are valued and the whole child is nurtured. Each learner is seen as an individual who brings body, mind, emotions, relationships, and experiences to learning. Children are given time to learn deeply, reflect on their learning, and make meaningful connections. Children thrive when learning is a developmentally responsive and joyful process.

Children also learn best when they are deeply engaged and their curiosity is ignited. In an inquiry-based approach, children co-construct their own understanding of the world in a social context. Children come with robust and sophisticated explanations of and ideas about the world around them. They are natural scientists - constantly asking questions and making meaning. Rather than ignoring those ideas, they are welcomed as a starting point for children to expand their understanding through hands-on, minds-on, and hearts-on learning experiences. Idea diversity is valued and a belief that all ideas are improvable is modelled. The Lab School's aim is for children to acquire deep understanding of content and to learn how to learn. The goal is for children to develop agency of their learning, graduate knowing how to deal with complexity, be innovators, work collaboratively, and be aware of their impact on the world. And more importantly, the goal is for children to love learning.

Guided by its philosophical foundation of security, development, and inquiry, the Lab School intentionally explores what's possible in the education of children, seeking and providing empirically evidenced innovation. The Lab School will continue to provide children with a developmentally responsive education that fosters a sense of security and belonging within a caring community, and which provides deeply engaging and joyful experiences with learning, while seeking to expand an understanding of how these guiding principles might inform school communities in today's current context.



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 (Grades 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.

The JICS Lab School Commitments

Equity, Diversity, and Inclusion

JICS 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

JICS 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 and builds bridges with Indigenous community members, seeking partners to guide us on an ethical and respectful path forward.

To Anti-Racism

JICS is committed to equity and inclusion, and we acknowledge the importance of pro-actively and re-actively addressing all forms of racism/discrimination in developmentally appropriate ways with the children and adults throughout the year. We know we need to hear and deeply listen to the voices of our teachers/staff, students, and parent community, and make sure our diversity and equity efforts are informed by these voices. A link to our statements on anti-Black racism, anti-Asian racism, and Islamophobia can be found on our website.

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 storytelling, 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 JCIS Lab 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. The JICS Lab 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.

Other Important Information

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 15-18 for program information and fees information. More information is available on request from our Daycare Supervisor, Anne Marie Bartoli at 416 934-4522 or ics.after.school.daycare@gmail.com.

WEDNESDAY AFTERNOON PROGRAM (GADES 1-6)

On Wednesdays, the JICS Lab School teachers meet for Professional Development and Research work. The Wednesday Afternoon Program offers enrichment programs for 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 2022-2023



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 2022-2023 school year. 2023-2024 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.

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	3:30pm - 6:00pm daily
Wednesday Afternoon Care (JK/SK)	12:00pm - 3:00pm Wednesday
Nursery Care (for Nursery Students)	11:45am - 3:30pm OR 1:45am - 6:00pm



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Full-Time childcare users. Full-time childcare users are billed for each day that school is in session in a given month. Refer to the Fees Information page for details.

Part-Time childcare users. Part-time childcare users must select which scheduled days they will be using Childcare. They will be billed for scheduled days that school is in session in a given month. Families must maintain a consistent weekly schedule; should this need to change, please contact the Daycare Supervisor to discuss. Refer to the Fees Information page for details.

FLEX childcare users. Children will need to be registered in advance with a Daycare profile to use childcare services. Flex care allows use of the daycare on an as needed basis, however requires minimum one day notice by email and confirmation by the Daycare Supervisor. Classroom teachers must also be advised that the child will be in daycare on that date. Flex care users are billed at end of month based on use. Refer to the Fees Information page for details.

Creative Play Program for JK and SK (Wednesdays). On Wednesdays after noon dismissal, JK and SK students can join the Creative Play Program, from 12:00 - 3:00pm. Following lunch, children will engage in a variety of activities and projects including art-making, craft, cooking or games. This will be followed by outdoor time for play.

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 of Education guidelines, families will be advised accordingly with as much advance notice as possible.

Closures & Late Pick-Ups. 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; refer to the Fees Information page for details.

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.



ICS After School Daycare - Fees Information 2022-2023



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

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ICS After School Daycare will be offering Full-Time and Part-Time childcare this school year. Families will be required to register for a minimum of 1 regular day/week to be considered Part-Time.

Flex Care will also be available this year; children will need to be registered with a Daycare profile. Flex Care allows use of the Daycare on an as needed basis, **however requires minimum one day notice by email** and confirmation from Supervisor. Classroom teacher must also be advised that child will be in Daycare on that date.

The Daycare will be offering the **Creative Play Program on Wednesdays from 12:00 to 3:30pm for children in JK and SK only.** Creative Play will be offered for sessions of 12 weeks starting Wednesday September 7, 2022, and cannot be used on as needed basis. If childcare is required after 3:30pm, please register child for After School Care.

Program	Full-Time (5 days)	Part-Time (1-4 days)	FLEX (as needed)
Before School Care 8:00am - 8:45am	\$10/day	\$12/day	\$15/day
After School Care - for students JK - Grade 6 3:30pm - 6:00pm	\$25/day	\$30/day	\$35/day
Nursery Care 11:45am - 3:30pm	\$35/day	\$40/day	\$45/day
Nursery Care Extended 11:45am - 6:00pm	\$60/day	\$70/day	\$80/day
Creative Play Program - JK and SK only 12:00pm - 3:30pm (Wednesdays)	\$420 per 12-Week Session		

ICS After School Daycare - Fees Information 2022-2023



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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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 @jackman_ics



Dr. Eric Jackman Institute of Child Study
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