



INCLUSIVE EDUCATION @ JACKMAN ICS



A Team Approach

The Special Education program, now referred to as Inclusive Education (iEd), began in 1991. The program's focus is child centered and it is based on a collaborative team approach. The Inclusive Education teachers work closely with the classroom teachers, vice principal, principal and psychologist to design effective individualized programs for students that consider both their strengths and needs. This team approach depends on shared information and collective decision making; it is for this reason that all meetings with the Inclusive Education teachers occur when the classroom teacher is present. Joint meetings with parents/caregivers also provide the school with valuable information about each child.

Type of Support

The areas in which support is provided to children include, but are not limited to the following:

- **Reading** (Direct Phonics instruction, EMPOWER, sight words, fluency, and reading comprehension)
- **Written output and expression** (idea-generation, writing conventions, vocabulary development, organization, editing)
- **Handwriting and fine-motor support** (proper pencil grip support and letter formation, computer skills)
- **Spelling** (study of grapho-phonetic patterns and word families, sight words, direct encoding instruction)
- **Math** (conceptual understanding, computational fluency, and problem solving)

Another important part of the Inclusive Education program at Jackman ICS includes explicit phonetic reading instruction for all Grade 1 students. The Inclusive Education teacher delivers a phonetic reading program to students in small groups according to their current skills and instructional needs. This instruction may also continue beyond Grade 1 to some students who need additional support in reading.

The team is also involved in field trips, extracurricular activities and teaching health and wellness. This enables us to get to know all of the students at Jackman ICS and to be seen by the students as teachers who work in many capacities with all children.

Referrals

A student may be referred to the Inclusive Education program by their classroom teacher. A meeting is held to discuss the teacher's concerns about the student. The appropriate assessments are then completed to gather more information about the student's strengths, needs, and learning style. Following discussions with the iEd team, classroom teacher, and parents/caregivers, a child may be withdrawn for extra support. The classroom teacher will contact parents if their child has been recommended for extra support.

Reporting

Detailed records of each student's progress are kept by the iEd teacher. This information may be shared during Parent-Teacher meetings. Inclusive Education reports will accompany a child's regular report card.

Who We Are

Judith Kimel - judith.kimel@utoronto.ca

I'm so happy to be back at Jackman ICS this year as one of the iEd teachers. I've been part of the JICS community since 2001, after completing my Master of Arts in Child Study and Education at OISE. Before coming here, I worked as an Occupational Therapist in both a private school in Montreal and with the TDSB. When I observe children, I try to bring together both my OT background and teaching experience to create programs that really support each student's needs. I feel lucky to work with students from all grades and subject areas, and I'm excited to continue supporting the whole school. It's a privilege to be part of such a warm and dedicated community.

Nick Song - n.song@utoronto.ca

It is a great honour to be back at the Dr. Eric Jackman Institute of Child Study. I am excited to return as a part of the Inclusive Education team. Since graduating from the Master of Arts in Child Study and Education Program at JICS in 2013, I worked in the school as the Librarian/Technology Integrator and have taught in the Toronto District School Board. I truly enjoy working closely with the Inclusive Education team to support the diverse learners in our school.

This year, I will continue to deliver the Empower Reading Program to students from Grade 2-6. I am also so excited to be offering increased in-class support. Additionally, I am working closely with classroom teachers in integrating technology experiences (coding, robotics, digital media) for students. I look forward to once again being a part of the JICS community and to provide support for the students, staff and families.

Rachael Moore- Rachael.moore@utoronto.ca

I am truly honoured to be working at Jackman ICS this year as part of the amazing Inclusive Education team. I graduated from the Master of Arts in Child Study and Education program at JICS in 2025. Since then, I have continued to expand my experience and professional development in diverse educational settings, including learning centers focussed on bridging learning gaps and supporting students through accommodations and individualized programming.

This year, I will primarily focus on developing child-centred programming and providing both in- and out-of-classroom support, with a particular focus on the Grade 6 classroom. I will also have the opportunity to support students in Grades 2 and 3 across a variety of subject areas.

I am excited to be a part of the JICS community and am looking forward to working with a wonderful team of staff, students, and their families!

We look forward to an amazing year at Jackman ICS!