

**INSTITUTE OF CHILD STUDY EXPANSION**  
**INTERIM REPORT OF THE PROJECT COMMITTEE**  
**APRIL 28, 2008**

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## **I. MEMBERSHIP**

Kang Lee, Director ICS (Co-chair)  
Joe Weinberg, Chief Administrative Officer, OISE (Co-chair)  
Elizabeth Morley, Principal, ICS Lab School  
Robin Farb, ICS Capital Campaign  
Esther Geva, Chair, Human Development and Applied Psychology  
Carol Rolheiser, Associate Dean, Teacher Education  
Jan Pelletier, ICS Faculty member  
Maya Fowlie, ICS MA student  
Julian Binks, Manager Capital Projects Planning  
Jennifer Adams Peffer, Office of the AVP. Campus and Facilities Planning

## **II. TERMS OF REFERENCE**

### **OBJECTIVE:**

The ICS Project Planning Committee is being reconstituted to review and confirm space usage and future requirements for this expanded site, consistent with current academic and research priorities.

### **DELIVERABLES**

1. Make recommendations for a detailed space program indicating how space and facilities for ICS should be organized at the site including 45 Walmer Road, and 56 and 58 Spadina Road.
2. Identify the space program as it relates to the existing and planned enrolment targets, academic program direction and requirements for research infrastructure.
3. Demonstrate the relationship of the proposed space program with applicable space standards including the Council of Ontario Universities and the University's own space standards.
4. Demonstrate that the proposed space program is sufficiently flexible to meet the ranges of possible changes in program needs.
5. Identify the furniture, equipment and special features which will be necessary for the project.
6. Provide the total project cost estimate which identifies all resource implications including a projected increase to annual operating costs.
7. Identify the schedule and sequencing of construction/renovation activities.
8. Make recommendations for funding alternatives including discussion of co-development opportunities.
9. Complete report by April 28, 2008.

### **III. BACKGROUND**

Established in 1925, the Institute of Child Study (ICS) was the first multidisciplinary institute at the University of Toronto and is a unique part of the Ontario Institute for Studies in Education (OISE). ICS continues its tripartite mission consisting of three fully integrated components: a graduate teacher education program, the Dr. R.G.N. Laidlaw Research Centre, and the ICS Laboratory School (Nursery to Grade 6) for approximately 200 students. From its inception in 1925, ICS has been dedicated to advancing innovative research, evidence-based practice and public policy to promote children's well-being and development.

In 1953, ICS moved to its current location at 45 Walmer Road, which had been bequeathed to the University by past U of T board member, Leighton G. McCarthy. In 2000, the property at 56 Spadina Road immediately east and backing onto 45 Walmer Road was purchased in order to begin a much-needed expansion of the Institute's facility.

In 2003, a Project Planning Committee report and corresponding ICS Capital Campaign mandate was approved by Governing Council. This plan included the construction of a large multi-purpose gymnasium/auditorium on the existing site, and established a campaign target of \$8 million. Approval of the plan authorized the start of the quiet phase of the Campaign.

In January 2008, the adjacent property at 58 Spadina Road was purchased. With the 58 Spadina Road property, a properly sized expansion is possible, with suitable space on the site for physical construction activity to proceed. In addition, the availability of a prominent Spadina Road frontage will improve ICS's visibility and enhance the prospect for major gifts associated with naming opportunities for the Institute, School, new wings or specific rooms/facilities.

### **IV. STATEMENT OF ACADEMIC PLAN**

#### **The MA Program**

At the core of ICS's academic mission is the education and training of teachers of young children – from preschool through sixth grade. Over the past 30 years the Institute has offered an exemplary and unique (in Canada) two-year teacher education program for university graduates who wish to pursue careers as elementary teachers. It is the only graduate teacher education program linked to a full elementary laboratory school. The school affords the ICS graduates a laboratory for seeing theory and research in practice. Its graduates enter the profession with more supervised classroom and research experience in child study than any other body of new teachers in the country. Consequently, graduates of the program are highly regarded and sought after by both public school boards and private schools. Over the last 3 years, the employment rate of the MA program graduates in the school system is about 90% in comparison with the employment rate of less than 30% in some of the top BED programs.

The current enrolment of the MA program is 80 and will increase to 85 in 2008/2009 and 90 in 2009/2010 with a future steady state enrolment projected at 120FTE. Accommodations for the students are limited. Also, it is a major impediment to any future expansion of this highly successful and exemplary program. 45 Walmer Road serves as a "satellite" of OISE/UT where students take most of their classes, meet with their teachers and supervisors, eat lunch and do their assignments, often in small groups. However, there are only two academic classrooms in the ICS complex – and only one large enough to accommodate more than 20 students. There are no rooms in the building where all first or second year students can meet together. On site work-space for students consists of one small study/work room housing about 5 computer work

stations and the current student lounge/lunch room can accommodate no more than ten students at one time. As well, in the first year of the program, students experience four different six-week supervised classroom placements (practica) and in the second year they are placed in one classroom for a 12 week supervised internship in either the first or second semester. All students do at least one placement in the ICS Laboratory School as well as observing Lab school teachers and children at work over the course of their program. Because of the intense nature of the MA in CSE program requiring students to be physically located at 45 Walmer for practica, and other learning within the Laboratory School, academic and study space associated directly with this location is essential to the program.

### **Academic Research**

#### **The Dr. R.G.N. Laidlaw Research Centre**

All ICS faculty are members of the Dr. R.G.N. Laidlaw Research Centre, where administrative support is provided for ICS research activity. At present there are 25 research projects at ICS involving a total of approximately \$2 million in external funding from a variety of sources, including SSHRC, NSERC, NIH, the Ontario Neurotrauma Foundation, the Connaught Fund and the Ministry of Education. In addition several small scale projects are funded through The Laidlaw Centre's Mini-grant Program and OISE/UT.

OISE/UT received a grant of \$1.5 M from the Canadian Foundation for Innovation (CFI) to establish a network of four labs, connected via a dedicated high speed network to high capacity storage and application servers, at three sites within the OISE/UT campus. The labs have been supporting an integrated program of research in technology-based knowledge building and education. The Lab School Innovation Lab has enabled two aspects of the research infrastructure: the collection of knowledge building data from authentic classrooms, and the participation of teacher/researchers in the data-analysis/adaptations-of practice iterations of the dynamic research practice.

In addition to the students from the MA program, there are more than 40 graduate students – post-doctoral fellows, doctoral, and masters' level students – and research assistants employed on a variety of projects. Many of these graduate students are from the other programs in the Department of Human Development and Applied Psychology, where all ICS faculty also hold responsibilities. Most recently, ICS research has contributed to major advances and significant publications in cognition and instruction, literacy, numeracy, ADHD, child maltreatment and law, children's cognitive and moral development, intentional (child abuse) and unintentional injury prevention, and integrated children's services.

Current space at 45 Walmer Road is insufficient to accommodate further expansion of research activity at ICS. Space limitations have also made it impossible for ICS to accommodate visiting scholars and researchers who have expressed an interest in spending time at ICS and working with ICS faculty and lab school staff.

#### **The Laboratory School**

The Laboratory School is a Nursery to Grade Six elementary school, which as part of the Ontario Institute for Studies in Education at the University of Toronto has a threefold mandate: teacher education, research and exemplary education for elementary school children. Since the 1920's, the school has been a research and education centre focused on the understanding, education and care of young children. The early foundations of the school's philosophy, a belief in inquiry and security for young children, remain central to the program at the Institute of Child

Study Laboratory School. Today there are approximately 200 children at ICS from Nursery to Grade 6. The school has a waiting list of 1000 applicants. The laboratory school also works in its satellite Integrated Kindergarten Program which is housed at Bloorview Kids Rehab and provides a Junior and Senior Kindergarten program for twenty-two students with and without physical challenges. As well, the school partners with urban schools in the Toronto District School Board for research and professional development. Nationally and internationally, the school is partnered with a network of public and laboratory schools which connect to and use the school's pedagogy, research, and teacher education as a model.

There are strong connections between the Lab School and the ICS Master of Arts in Child Study and Education (M.A. in C.S.E.). The education of the 80 MA students (current) based at the Institute includes the laboratory school in the following ways:

- over 8000 hours annually of practicum placement and supervision within the laboratory school
- foundational opportunities for theory to be seen in practice
- lab school teacher panels in MA coursework
- lab school teachers present the Art, Music, Drama, and Phys. Ed. components of the coursework
- student assignments are regularly completed through work in the lab school

In addition to ICS MA students, the lab school serves OISE B. Ed. students and OISE graduate students in the following ways

- 1250 hours of B. Ed. internship supervision
- half-day programs for several B. Ed. full cohorts to participate at ICS
- regular lectures in the OISE B. Ed. program in French, handwriting, progressive education, Dewey, etc
- a laboratory for the School Child Clinical Program assessment component
- frequent site for QRP research and development

It should be noted that the hours of practicum placement are at a maximum within the laboratory school. With an increase of MA students to 120FTE, additional hours of practicum placement will need to be accommodated in sister schools.

Each Lab School classroom teacher is hired with the understanding that teacher education is part of the role of Lab School teachers. These contributions, along with our visitor program which brings hundreds of educators and researchers to the Lab School annually, are a measure of the unique way in which the Lab School is embedded and integrated into the academic purpose of the Institute and the University.

The Laboratory School's connection to the university influences everything from the high academic standards to the spirit of inquiry that pervades the classrooms. Collaborations between Lab School staff and faculty provide rich professional development opportunities, unique research initiatives and mutual gains as educators. The Laboratory School is a lively community of professional learners and a unique school workplace in all of Canada.

The Laboratory School at the Institute of Child Study, in addition to its specific role within our Institute, serves the broader mission of laboratory schools across North America in its emphasis on dissemination and visibility for best practices in education. Research at the ICS Laboratory

School has been funded by SSHRCC, CFI, Network of Innovative Schools, Networks of Centers of Excellence, International Association of Laboratory Schools, the Ministry of Education, the University of Toronto, OISE, and Columbia University. Recent research has been conducted in the following areas:

- literacy
- reading and vocabulary
- communication
- knowledge building
- technological tools
- numeracy and algebra
- special education
- integrated kindergarten
- lesson study
- emotional literacy
- second language acquisition
- professional development
- severe disability & integration
- deep learning for understanding

The Laboratory School teachers are design participants and/or teacher researchers on laboratory school research initiatives.

The Laboratory School has been proactive in making changes to the physical facilities at 45 Walmer Road and 56 Spadina Road. Over the past ten years, the school has upgraded all program areas, and included a full renovation of the Lab School's art studio at 56 Spadina Road, named the Jackman Art Studio. With the exception of the Jackman Art Studio, the physical facilities of the Laboratory School, are a serious concern. The school is under-housed from the point of view of the Day Nurseries Act and the Ministry of Education guidelines for elementary school classrooms. Both the OCGS and Ontario College of Teachers reviews have suggested that laboratory school space should meet the standards for young children's educational settings.

## **V. SPACE PROGRAM**

The approved report brought forward for approvals in May 2002 proposed a space program of 2428nasm to be accommodated within renovated existing space at 56 Spadina and 45 Walmer Road and within a connecting structure. At the time, the utilization of academic space was compared to the Council of Ontario Universities (COU) Space Standards as all reporting to the Ministry uses these standards as the benchmark. The University's own space standards were also applied when appropriate.

The Committee also reviewed the guidelines of the Day Nurseries Act of Ontario as well as space standards published by the Ministry of Education, the Metropolitan Toronto School Board and the Department of National Defense when reviewing space allocation for the programmable areas of the Laboratory School in 2002.

In addition to the above guidelines and standards review, the 2002 space program took into account site analyses to provide a program that would greatly improve allocation for ICS and the Laboratory School on the site. Some compromises in the proposed area for program elements

such as the gymnasium and Laboratory School classrooms were made primarily because of site limitations and also budget.

Since that time, 58 Spadina has been purchased allowing for a review of space allocation to allow for spaces of exemplary size and configuration. Similarly, changes to the proposed enrolment of MA students and further changes to staffing and research initiatives have impacted the current space program. The current space program allocates 3177nasm between ICS and the Laboratory School.

As much as possible, the space program represents the current and planned needs for both ICS and the Laboratory School. However, further investigations into research initiatives, Laboratory School growth and exemplary space practices and possible other initiatives that may be located on the site are ongoing. In addition, further site review is necessary to determine the ability of the site to accommodate the program as listed. As such, the space program will continue to be refined by the Committee and will be brought forward in its final form in the final planning report.

In addition to COU required space allocation for academic space, faculty and administrative offices, research space and MA student related study and lounge spaces, a summary of the space needs accommodated in the space program for the Laboratory School includes:

1. Enlarging grade level classrooms to more closely match basic guidelines for elementary classrooms in order that a lively, inquiry-based program including research, teacher education and information technology can be adequately housed at all levels.
2. Providing a regulation size gymnasium to support the physical education program for all grade levels.
3. Providing expanded facilities dedicated to the teaching of music and drama as outlined in the Ontario Curriculum Document, The Arts. A new theatre arts and Music Room has been named for the new space (Metcalf Family).
4. Providing a space capable of seating the whole school community for assemblies, dramatic productions, graduation, public meetings, large classes, conferences, etc and also capable of seating the entire MA class. This space combines with the gym/theatre arts recommendations in item 2 and 3 above.

Creating an auditorium (mobile) within the proposed gym space -- 400 seats in a mobile stadium seating system that is motorized and pulls out from the wall – would allow ICS to extend its work to the broader community providing exceptional outreach opportunities by having a central assembly space on site. Opportunities abound for ICS to serve the broader community of parents and families in already established ICS research areas, such as family literacy, early development, and more, as well as serve professional teacher development with workshops, and conferences for teachers and the academic community. Community outreach could also include parent education programs, which takes ICS back to its roots and earlier acclaim with founding director, Dr. William Blatz, who, in addition to his groundbreaking research in security theory, was a pioneer in establishing standards for group child care. With a large public event at OISE in May 2008 with opinion makers, on the topic of universal child care, ICS is poised to become a leading change agent for public policy and being part of the solution to support families and the professionals who serve them, through community workshops and many parent group activities in support of literacy, child development, and more.



5. Building and renovating work stations for teachers, teacher researchers, graduate students and researchers who are actively engaged in work beyond the classroom walls.
6. Building alumni and archival space so that the newly formed Institute of Child Study Laboratory School Alumni Committee can be housed and ICS history can remain within its building. This space may also be used by the Parents' Association, for parent education and for community involvement.
7. Establishing a small covered playground space for use in all weather.
8. Building kitchen/lunchroom/staff lounge space to accommodate a staff of more than 20 FTE professionals and 200 children who are in full-day programs at ICS.

The Draft Space Program is as follows:

<b>2008 DRAFT Space Program</b>	<b># rms</b>	<b>Nasm Per</b>	<b>Total Nasm</b>	<b>subtotal</b>	<b>Comments</b>
<b>Faculty Offices</b>					
Faculty Offices	10	13	130		9 faculty offices, 1 planned growth
Other Academic Offices	1	26	26		4 stations for visiting fellows/visiting educators - prorated 50/50% with Lab School/ICS
				156	
<b>Administrative Offices</b>					
Director ICS	1	20	20		
Administration Offices	6	13	78		4 admin; advancement officer and research liaison officer
				98	
<b>Laidlaw Centre</b>					
Reception	1	20	20		includes space for secretary and waiting
Meeting Room	1	35	35		to seat 20 persons around a board room table
				55	
<b>MA Classrooms Facilities</b>					
to seat 60 students + visitors	1	120	120		assumes flat floor reconfigurable furniture
to seat 30 students +visitors	2	50	100		assumes flat floor reconfigurable furniture
				220	
<b>Graduate Student Space</b>					
Wireless study space	2	50	100		30 stations each at tables with power and wireless internet
group study/break out rooms	4	15	60		room for 10-12 around a table
student research stations	40	1.8	72		within faculty research labs
Student Lounge	1	35	35		to accommodate 15-20 students at one time
				267	
<b>Research Labs</b>					
child friendly testing labs	4	8	32		located on classroom floors for perceived safety of children
individual researcher labs	15	15	225		four student research stations in each of 10 labs; 5 additional research spaces for CFI research
subtract out student research stations			-72		

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				185	
<b>Departmental Support Space</b>					
Staff Lounge	1	35	35		to accom. 15-20 staff at one time with kitchenette
Office Machines/Storage	2	10	20		one in "cluster", one near ICS reception
Professional Resource Rm	1	20	20		includes 2 computer workstations, periodical/journal shelving, comfortable seating
ICS Reception	1	20	20		includes one workstation at reception counter and waiting space
Janitor locker room	1	8	8		pro-rated 50/50% with Laboratory School/ICS
Janitor lunchroom	1	10	10		pro-rated 50/50% with Laboratory School/ICS
Janitor w/c & shower	1	4	4		pro-rated 50/50% with Laboratory School/ICS
				117	
<b>Lab School Administrative Offices and Support</b>					
Lab School Principal	1	20	20		
Lab School VP	1	18	18		
lab school reception	1	35	35		includes two workstations, records storage, waiting area for sick children
Community Association/Archival Space	1	46	46		also location for visiting groups of 25-30 to gather ; pro-rated 50/50% ICS & Lab School
Office Machines/Storage	1	10	10		One near Lab School reception
				129	
<b>Lab School Classroom and Classroom Support</b>					
Daycare	1				shared with nursery, music and lunch rooms
Daycare Office	1	15	15		
Nursery - 20 students	1	100	100		includes 2.8 nasm per child open play space, w/c
JK - 22 students	1	100	100		room included for computing, w/c, storage
SK - 22 students	1	100	100		room included for computing, w/c, storage
Grade 1 - 22 students	1	85	85		room included for computing
Grade 2 - 22 students	1	85	85		room included for computing
Grade 3 - 22 students	1	85	85		room included for computing
Grade 4 - 26 students	1	85	85		room included for computing
Grade 5/6 - 26 students	1	85	85		room included for computing
Grade 5/6 - 26 students	1	85	85		room included for computing
Art	1	85	85		includes storage area and appropriate ventilation
French - Senior	1	85	85		
French - Junior	1	45	45		
Resource/Special Ed	1	25	25		
Music	1	85	85		shared with daycare, includes storage for both uses
Gymnasium/Theatre Arts Space	1	400	400		with roll out seating for 400 25% ICS, 75% Lab School
stage and wing space within gymnasium	1	75	75		adjacent stage 25%ICS, 75% Lab School
change rooms - boys/girls	2	22	44		adjoining gymnasium
equipment storage within gymnasium	1	18	18		adjoining gymnasium
kitchen	1	18	18		adjoining gymnasium
child w/c	2	10	n/a		adjoining gymnasium and change room
Library	1	85	85		includes primary and junior library rooms (16nasm & 30 nasm), library office (13nasm), AV storage room (15nasm)

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Teacher/Researcher classroom observation/research offices	4	15	60		rooms for observation by researchers, students, teachers. Also used by teachers as office/research space. Located between grades 1/2; 3/4; 5/6; JK/SK
lunch room	1	85	85		
AV storage	3	2	6		small storage closets one each per floor for tv/vcr carts
common storage for themed bins	3	3	9		one each for early years, primary and junior
				1950	
<b>Total NASM</b>				<b>3177</b>	2002 total was 2428nasm
<b>Existing 45 Walmer Road</b>				<b>1380</b>	
<b>New Space required</b>				<b>1797</b>	
<b>ICS Space Program</b>				<b>1216</b>	2002 total was 848nasm
<b>Lab School Space Program</b>				<b>1961</b>	2002 total was 1580nasm

In addition to programmable spaces the following requirements must be met:

<b>Non-Assignable Space</b>			
	locker/cubby space		1 per child x 30cm square including two hooks for coat and shoe rack below = 196x30cm=60 sm
6	children's w/c's		3 boy's, 3 girls - one each on lab school floors
4	adult w/c's		2 women's, 2 men's - one each for lab school staff and ICS related staff/students
	garbage disposal including recycling		niches in walls for garbage and recycling
	network closets - one per floor		
	utility closets - one per floor		
	custodial storage closet - one below grade		
<b>Outdoor Spaces</b>			
1	outdoor/covered children's play area	60nasm	adjacent to outdoor playground or protected rooftop
2	Outdoor play areas		1 existing play ground, 1 additional outdoor space to include gardening area
	outdoor storage areas		to store bicycles, nets, etc.

## Summary of Space Utilization Analyses

### Academic Spaces

#### i) Faculty and Administrative Offices

Faculty and Administrative offices are allocated based on the current and planned FTE supporting ICS and the Laboratory School.

#### i) Graduate Student Offices

Graduate student enrolment is projected to increase to 120FTE steady state. To better accommodate this expanded group of students within the ICS/Lab School space a total of 267 nasm of space has been allocated including two wireless study rooms to accommodate 30 students each, four bookable group study rooms and a student lounge.

Research spaces will be included in individual researcher offices and clustered in groups of four student research spaces each. Group study rooms will be equipped with receptacles and

internet connections for easy lap-top use and will double as meeting and small classroom break-out rooms.

ii) Research Space

Research space is allocated on a percentage basis counting faculty, non-faculty researchers and graduate students. 153nasm is allocated to allow for each faculty/researcher to properly conduct research activities. 10 research labs of 15nasm each are allocated for faculty research. An additional 5 research labs will accommodate additional ongoing CFI research. These spaces will also accommodate 4 graduate student work stations (1.8nasm x 4), thereby sharing the programmable area.

In addition, four child friendly testing labs (8nasm each for a total of 32nasm) are included to allow for researchers to take advantage of on-site child research.

iii) Classroom Facilities

Currently two classrooms for the MA program are included in the space inventory. One room seats approximately 30 students (rm. 127) and a second seats 15 (Case Lecture Room at 56 Spadina Road). Neither of these rooms adequately addresses the need for the MA program which is currently run with 86.5 FTE students in two years and is projected to increase to 120FTE steady state.

The program, therefore, calls for the creation of three larger rooms to better serve the expanding MA population. A 60-seat and a two 30-seat flat-floor classrooms are included in the program with flexible furnishing to provide access to different teaching methods are included in the program.

Four group study rooms of 16nasm each, included in the program as graduate student study space, may be used from time to time as break-out classrooms to accommodate case-based teaching methods or for use by small seminar groups.

iv) Departmental Support Space

Departmental Support Space is allocated as a percentage of faculty, administrative and graduate student office space. The program calls for 208nasm support space associated with ICS and the Lab School. Several spaces, like the community association/archival space will be used by both groups.

Space includes an expanded staff lounge (35nasm), a professional resource room (20nasm) and office machine/storage spaces (30nasm) as well as two reception areas that are expected because of the two frontages on Spadina and Walmer Road.

### **Laboratory School Spaces**

i) Classrooms

With the exception of a very few rooms, all classrooms are currently under-allocated with classroom spaces ranging between 45 and 60nasm. According to Ministry of Education standards reviewed in 2002 for elementary schools, typical grade level classrooms should be allocated between 65 and 80nasm each. In addition to Ministry standards, the space program takes into account the number of adults which are present in a laboratory school setting which is greater than a typical school setting. Student teachers are present in all classes at all times and visitors and researchers regularly are part of the classroom population. Therefore, the space program calls for an average class size of 85nasm. JK, SK and the Nursery are each allocated

100nasm in order to allow for the inclusion of an in-class w/c. Junior French and Special Education are allocated smaller spaces as their needs and usage dictates. All classrooms will be equipped with ample storage spaces. One adult-height and one child-height sink will be provided in each classroom. In addition, as the daycare will be run during off-hours in the Nursery, Music room and Lunchroom, each room is to be equipped with additional floor to ceiling lockable storage cabinetry for daycare specific use.

The library, suggested by the Ministry of Education (in 2002) to require approximately 90nasm, is allocated 85 here – a great increase from the existing 17nasm library. This space is envisioned as a series of smaller connected spaces including a primary and a junior area, a library office and AV storage room.

A gymnasium – not part of the existing program on the site currently – is allocated 400nasm with an additional stage area of 75nasm. This space should nominally accommodate a regulation sized basketball and volleyball court. In addition to the main gym space, support space including change-rooms (2 x 22nasm), children's washrooms (2 x 10nasm), equipment storage (18nasm) and a kitchen (18nasm) are included in the program.

ii) Support Space

Currently many students take their lunch within their classrooms. This poses certain sanitary problems and requires teachers to move student work, etc. each day. A lunch room is, therefore, included in the space program at 85 nasm. Additional cupboard space is included in this room in order that before and after school daycare may be run here.

iii) Research Interface

Four teacher/researcher observation rooms of 15 nasm each have been included in the program. These rooms, conceived by the committee as multi-functioning rooms will allow external viewing, audio and video taping and visitor participation in regular school instruction through the inclusion of two-way mirrors and audio/video devices. The rooms will ideally be located between two classrooms each (i.e. between Grade one and two, three and four, five and six, and JK and SK). The rooms will also be furnished with typical office furniture including lockable filing storage and a computer. The rooms will be available to teacher/researchers as quiet office space in close proximity to their classrooms.

## VI. FUNCTIONAL PLAN

To guide space planning aiming to provide adequate facilities, the Committee has articulated two guiding principles with regard to research space. First, the uniform conviction is to dispense research space throughout the Laboratory school and not locate it as a separate and isolated facility. Second, because of the inseparability of research, scholarship, and graduate supervision, there is a strong belief that whenever possible researchers and research teams should remain in close proximity.

With a space program of 3177nasm, and assuming all space at 45 Walmer Road (1380nasm) can be used to accommodate program appropriately, approximately 1800nasm of space will need to be accommodated on the combined 56-58 Spadina site. The expansion of space will follow one of two options.

The first option would maintain 45 Walmer Road with renovations to suit the program and demolish 56 and 58 Spadina to form a new larger building site to accommodate 1800nasm

additional program. This option would likely be preferred if co-development on the site goes forward.

The second option would maintain 45 Walmer Road and 56 Spadina (360nasm) and would accommodate the additional 1440nasm of space program on a site that includes the 58 Spadina frontage and a combined 56-58 Spadina back-yard area.

It is anticipated that new construction will need to accommodate the gymnasium as a two-storey connector space with additional levels above. The gymnasium may be located one level below grade to take advantage of floor to floor heights possible combining this level and the ground level together. A large atrium space has been suggested as ideal for alumni meeting space, parent groups, and for reading groups. Family literacy meetings for the community-at-large could be held in this space.

The plan should address accessibility throughout the existing and new structures allowing for connections at all levels where possible and the inclusion of an elevator to allow vertical mobility.

In order to understand fully the implications of a 2-phase plan and to best accommodate the requirements of the space plan with appropriate adjacencies and groupings, a comprehensive architectural schematic design of all spaces should be commissioned to allow a full understanding of site implications and fit of program.

The plan envisions a two-phase project that will allow, as much as possible, for existing functions to remain while new construction occurs in the first phase. Renovations would either precede or follow after new construction is complete as a second phase. Renovation of the existing 45 Walmer building would best be further phased to occur during summer months as the laboratory school and most MA classes are out of session during these months.

Room Data Sheets prepared in 2002 are found in *Appendix I* describe required and desirable adjacencies between and among rooms within the space program and also requirements for connections to the exterior and for particular requirements of accessibility and/or security. Some refinement of room data sheets will be necessary to include new or revised space program changes in the current report. These changes will be completed and included in the final report.

## **VII. ENVIRONMENTAL IMPACT**

In order to realize energy savings, to reduce impact on the environment and to stimulate environmental awareness, recommendations for the ICS facility include the following:

- Where energy efficient, warm lighting products are available they should be used in place of incandescent or other inefficient light sources.
- The opportunity exists for the creation of child-managed gardens and composting facilities. Rainwater can be captured and used to water gardens and landscape.
- Where there is direct access to the playground from activity rooms and/or classrooms, consideration should be given to preventing energy loss through heat escape.
- Consideration should be given and space should be allocated for appropriate waste storage and recycling facilities.

- Energy savings may be realized with the use of efficient and innovative kitchen, washroom equipment and fixtures.
- Consideration should be given during the selection of building materials to minimize environmental and health risks by selecting formaldehyde-free drywall, low V.O.C. paints, etc.

Energy and water use will be governed by the terms of the University of Toronto Environmental Protection Policy).

The project should follow the Canada Green Building Council (CaGBC) Leadership in Energy and Environmental Design (LEED) standards for sustainable design with certification at the Gold level.

## **VIII. SPECIAL CONSIDERATIONS**

### **Landscape Requirements**

The committee recommends that ICS create naturalized playgrounds to encourage student interaction with the natural environment where possible. Roof garden and other landscaped “pocket” spaces will allow for additional teaching opportunities. A garden and composting facility maintained by the students should be included in the playground space (as mentioned in Section VII - Environmental Impact). All existing trees will be maintained.

### **Accessibility**

As much as possible, all ICS facilities should be barrier free. The inclusion of one elevator in this plan hopes to connect all levels of existing and new facilities.

### **Computing and Communications**

An important aspect of the research program at the Laboratory School is the investigation into the role of technology in the education of children. The school has been a hub for technology research funded by the Networks of Centres of Excellence (NCE) for several years.

In the fall of 2002 The Institute of Child Study Laboratory School (ICSLS) became part of an integrated laboratory network at the University of Toronto. This high-tech network is dedicated to researching the innovative use of technology in education. As part of this network the ICSLS is connected to the Education Commons and the Institute for Knowledge Innovation and Technology (both at OISE/UT) through a set of dedicated high bandwidth connections. Funded by a grant from the Canadian Foundation for Innovation (CFI) the ICSLS component of this network involves all of the classrooms at the school. The Early Years classrooms (Nursery, JK and SK) has received multimedia computers and supporting devices (e.g. scanners, digital cameras, e-tablets) to facilitate the use of computers by students with emerging literacy skills. In the Primary classrooms (Grades 1 and 2) the classrooms are both be equipped with data projectors and a complement of 7 desktop computers for the students. In the Junior classrooms (Grades 3, 4, 5 and 6) there are class sets of laptop computers (i.e. 25 computers) that have wireless access to the network. Each of these classrooms also has data projectors permanently installed in the classroom. In all of these classrooms there are audio/video installations to record classroom interactions. In addition, each of the classrooms requires suitable storage (for instance in the Junior Grades, a lockable place for the laptop computers) and suitable power service to support the technology. In addition to the technology for the classrooms there are 7 multimedia stations setup within the school for the development of video artifacts and data

analysis by both researchers and students. This research initiative is on-going and needs to be sustained within the new facilities.

ICSLS faculty now regularly co-author research reports and present papers at international research conferences (CSCL'99, AERA, the European Association for Research on Learning and Instruction, Telelearning 2000) and have won awards in competition with established university researchers. With CFI infrastructure funds, ICSLS teachers will have workstations on a par with those of researchers in the Knowledge Innovation Lab, and their classrooms will have the equipment and connectivity necessary for raising the level of innovation still higher. To participate fully in the kinds of research outlined in this proposal, and to play its key role in the worldwide research network that OISE/UT is spearheading, ICSLS needs to remain at a level of technology that is about 5 years in advance of where regular schools are and it needs to be equipped for high-quality minimally-intrusive data collection.

Although the space program takes into account current use of desk-top computers in classrooms, it is anticipated that no additional space needs will be required to accommodate the lap-tops and their accompanying lockable storage units. ICS lab school classrooms from Grade 2 - 6 currently have Smart Board technology which will need to be retained in renovated space.

As is currently the case, all ICS spaces, including the Laboratory School will be connected to the University of Toronto infrastructure using infrared technology.

### **Environmental Issues**

Most of the environmental considerations have been identified in the previous section. In addition, individual temperature room controls in each classroom are required. A filtration system for the drinking water is needed.

### **Campus Planning**

In order to alleviate pressures of space allocation for the Institute of Child Study including the Laboratory School, the adjacent properties of 56 and 58 Spadina Road have been purchased by the University with the intention that the structures could be renovated to accommodate much needed contiguously located space for the Institute or demolished to allow for a site for the construction of new facilities.

The space program developed by the Project Committee requires area in excess of that available and functional groupings may not be consistent with existing room sizes and configurations. Further refinement of the space program could add additional space to the total space program area further exaggerating the need for new construction on the site.

Each of 45 Walmer Road, 56 and 58 Spadina Road will require re-zoning in order to permit additional construction on site. 45 Walmer Road is zoned to permit only residential uses. 56 and 58 Spadina are also both zoned to permit residential use. Understanding that any construction on the Walmer Road site would have a greater impact on the surrounding residential neighbourhood, and that more height and density would be permitted on Spadina Avenue, the committee will explore new construction on the west side of the site.

A re-design of the Walmer Road frontage to include a safe parent drop-off zone is recommended. Consultants will be retained to look at the possibility of a lay-by and or short term parking possibilities in this location.



## **Security**

A high level of security with controlled access is required particularly for the Laboratory School areas. However, as the desire is to integrate, as much as possible, functions of the Laboratory School, the MA Program and the Research components of ICS, access will be particularly difficult to monitor. Access to the school is envisioned to remain primarily through the entrance on Walmer Road with secondary access off of Spadina Road. Because of this double entrance condition, each entrance will be monitored by reception desk personnel one each for the Laboratory School and for ICS as included in the space program. During non office hours the two main exterior doors will be equipped with individually encoded passcards. Each staff member will have a UofT magstrip passcard to allow them access to the building in off hours. An emergency phone should be located in the playground.

## **IX. RESOURCE IMPLICATIONS**

In arriving at the project cost estimate in 2002 the advice of several consultants was sought. The combined 56 Spadina – 45 Walmer Rd site was surveyed by Speight Van Nostrand to establish boundaries, building locations, topography, and all floor elevations. This survey, by chance, included property lines of the adjacent property at 58 Spadina, relevant to the current project.

As the existing house at 56 Spadina has been extensively renovated, the current plan suggests site investigations review the possibility of maintaining this structure in place. Other than the minor required demolition at the rear, the work of making the connections and co-coordinating the life safety systems, no further upgrades are anticipated in this cost estimate. However, once commissioned, the comprehensive architectural design concept may require some additional renovations to this building in order to appropriately accommodate program areas which will be required to be offset by costs associated with planned renovations in 45 Walmer Road.

Fairly extensive renovations to 45 Walmer are planned. To minimize disruption to the school, the earlier 2002 plan suggested these be planned in two phases: phase 1 would cover the basement and ground floors, and phase 2 the 2<sup>nd</sup> and 3<sup>rd</sup> floors. All windows will be replaced, all flooring replaced, partitions relocated as required, and new ceilings and lighting provided. The building would receive new electrical and water services and would be completely rewired, and have a sprinkler system throughout. Washrooms would be renovated. New cabinetry is provided as required. New furnishings and equipment are included. The building would be air-conditioned throughout, and have new fire alarm, emergency lighting, PA, and security systems.

A new building will be constructed on all or part of the 56-58 Spadina combined sites to provide for the full space program accommodation across the existing and new sites. As part of the recommendations being brought forward in this interim plan, the re-zoning of the sites will need to be investigated further to understand better the maximum envelope that would likely be permitted on the site. Assuming an envelope beyond what is required to accomplish the space program is possible, co-development on the site may be possible. Such co-development will also require further investigation to understand better priorities and requirements of this type of development scenario. The committee recommends that consultants be selected to further investigate site options, co-development and to determine related capital costs and funding options.

## **OPERATING COSTS**

Total occupancy costs including everything under the new budget model in 2008-09 will be \$308,000 for 45 Walmer and \$80,900 for 56 Spadina. The additional facilities proposed of approximately 1440nasm will increase occupancy costs on the site by approximately \$322,500 per year for a total cost of \$711,400 (2008 dollars).

## **X. TOTAL PROJECT COST ESTIMATE**

Based on the provided space program, a reasonable range of Total Project Cost for this project would be \$21-24 Million dollars assuming a current tender. An amount of 8% pa should be added to this for lump sum tenders in the future. The earliest feasible would appear to be in late 2009, so at that time a range would be closer to \$23 - \$27M, of which about \$6M could occur in the 45 Walmer renovations. Further refinement to the TPC is required in order to establish a reasonable cost estimate, which will be done in the next phase of planning.

## **FUNDING SOURCES AND CASH FLOW ANALYSIS**

The ICS capital campaign director began fundraising activities in May 2003, and to date, \$2.5 million has been raised. Two volunteer groups support the Campaign – ICS Advisory Board has the most impressive list of members at UofT, most of which are major gift donors to the Campaign. The ICS Parents Building Committee (23 members) is also an effective group, including some community leaders.

All funds for new construction and renovations will be raised from private sources through the Capital Campaign. ICS hopes to have enough money raised by 2009 to begin new construction. Renovations on 45 Walmer Road now named, through Campaign efforts, Leighton G. McCarthy House, may proceed in advance of new construction once final approvals are achieved.

## **XI. SCHEDULE**

Fundraising for the project is ongoing. This report suggests work in two areas begin immediately upon approval including retaining consultants to review the site, make recommendations regarding the layout of space program across existing and new facilities and to review and make recommendations regarding zoning on the site. The work of the consultant will also be instrumental in fundraising efforts - providing renderings and a model that can be used to help donors visualize the completed project.

A parallel investigation regarding co-development on the site will also commence with the approval of this interim report.

With both investigations complete, and once funds have been identified to complete the project a final project committee report will be brought forward detailing the project scope, site plan implications and financial feasibility for final approvals.

## **XII. RECOMMENDATIONS**

That the Planning and Budget Committee recommend to the Academic Board:

1. THAT the Interim Project Planning Report for the Institute of Child Study Expansion be approved in principle.
2. THAT the interim project scope totaling 3177nasm including 1800nasm new construction, and to be refined further for final approvals, be approved in principle to be located at 45 Walmer Road and on the combined sites of 56 and 58 Spadina.
3. THAT consultants be hired to prepare schematic design drawings, to investigate and make recommendations regarding development of the site, and to investigate maximum development potential on the combined 56-58 Spadina site.
4. THAT approval to proceed with schematic drawings and detailed site investigations at a maximum cost of \$225,000 to be funded from the Institute for Child Studies capital fund.

**APPENDICES**

Appendix A. Comparison of Space Standards..... 19

## Appendix A. Comparison of Space Standards

Note: all areas translated to gross square meters

Space Category	Ministry of Education: Intermediate Level	Metropolitan Toronto School Board: Intermediate Level
Administration		114
Art Room	84-102	112
AV & Darkroom		37
Art Workroom/Prep Room		37
Classroom	65-79	84
Computer Studies Room		93-112
Computer Prep Room		28
Guidance Centre	23-65	46
Single Gymnasium	279-372	315
Double Gymnasium	418-632	
Change Room	46-79	130
Stage, projection, dressing, chair storage		74
Gymnasium - Auditorium		
Stage & wing space		
Equipment and Storage Room		
Kitchen		
Dressing Area		
Shower Area		
Health Unit	19-56	42
Laboratory, Sciences	84-93	121
Lab prep & storage		
Library resource centre	93 – 0.46 per pupil	279
Lunch room	93 - 0.31 per pupil	0.53 per pupil
Music Room (instrumental)	102-130	149
Music Room (keyboard, strings)		112
Music Room (vocal)	84-102	91
Staff Facilities		0.3 per
Staff Room: First teacher		
Each additional teacher		
Theatre Arts		84