REPORT OF THE PROJECT PLANNING COMMITTEE

FOR THE

DR. ERIC JACKMAN INSTITUTE OF CHILD STUDY EXPANSION

DECEMBER 17, 2012

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EXECUTIVE SUMMARY

Background

Established in 1925, the Institute of Child Study (ICS) was the first multidisciplinary institute at the University of Toronto and is a unique Extra Departmental Unit (EDU) within the Ontario Institute for Studies in Education (OISE). Re-named the Dr. Eric Jackman Institute of Child Study (Jackman ICS) in 2010, the Institute 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 (Kindergarten to Grade 6) for approximately 200 students. From its inception in 1925, Jackman 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 and research endeavors.

In 2003, an Interim Project Planning Committee report for the Expansion of ICS and corresponding Capital Campaign mandate was approved by Governing Council. The Interim Report outlined a plan that allowed for modest growth within tight site constraints. Among other programmatic elements, a multi-purpose gymnasium/auditorium was to be constructed on the existing site. Approval of the plan authorized the start of the quiet phase of the Capital Campaign.

In January 2008, the adjacent property at 58 Spadina Road was purchased allowing for a less constrained expansion of facilities on the combined sites of 56 and 58 Spadina Road and 45 Walmer Road. The space program and proposed site plan were adjusted to provide more optimally sized classrooms and a regulation size elementary gymnasium. The 2008 Interim Project Planning Report corresponding with the new property and space program was approved in principle and fundraising began in earnest.

With much of the funding in place, the committee was reconstituted in 2012 to update input measures and space program elements. The final space program and functional plan for the expansion of the Jackman Institute for Child Study within renovated existing space at 45 Walmer Road and 56 Spadina Road, and modest new construction that links the two buildings is presented in this document for final approval.

Highlights

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 MA program 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.

The proposed direction for the site assumes both 45 Walmer Road and 56 Spadina Road are retained and renovated, and 58 Spadina Road is demolished to allow for a modest new building to be constructed across the back yard areas of both 56 and 58 Spadina. This direction reflects the 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 Road. A garden entry forecourt will be located in place of the demolished 58 Spadina and the space reserved for possible future development. The site will require re-zoning in order to permit the proposed construction and thus zoning approvals will be sought as part of the project implementation. As well, the project will be presented at the regularly scheduled University of Toronto Neighbourhood Liaison Committee meetings.

It is anticipated that new construction will accommodate the gymnasium/auditorium as a two-storey connector space with additional levels above. The gymnasium is, in the conceptual plan, located one level below grade to take advantage of floor to floor heights possible combining this level and the ground level together. A mezzanine and ground level entry accessed off of Spadina Road will connect ground level facilities within the existing buildings. The second level will accommodate new Laboratory School classrooms, observation rooms and lunchroom facilities, with access to a roof terrace. The third level will accommodate MA classrooms, graduate student study space and faculty research space. This level should also include access to a roof terrace.

One new elevator is anticipated to be located within the new structure to connect all levels of the new structure, and to the extent possible, each level of the existing structures at 56 Spadina Road and 45 Walmer Road allowing for greater accessibility of the full facility.

The plan envisions a phased project that will allow, as much as possible, for existing functions to remain operational while new construction occurs in the first phase. Where modest demolition is required to 56 Spadina Road, affected research functions will require relocation for the duration of construction, and accommodation within new facilities once completed.

Renovations to existing spaces in 45 Walmer Road and 56 Spadina Road would either precede or follow after new construction is completed 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 each out of session during these months.

The total space program of 3,180 nasm will be accommodated within new and existing facilities - approximately 1,225 nasm is proposed in newly constructed space located between and connecting with existing facilities at 45 Walmer Road and 56 Spadina Road and 1,955 nasm of space is proposed to remain within existing spaces, accomplished through fairly extensive renovations within 45 Walmer Road that will allow for program elements of relatively appropriate sizes, configuration and outfitting.

Total occupancy costs for the expanded Jackman ICS, including space in 45 Walmer, 56 Spadina and in new construction are estimated to be approximately $688,500 (in 2012-13 dollars).

Total Project Cost Estimate

The total project cost estimate for this project includes demolition of 58 Spadina Road, new construction between 56/58 Spadina Road and 45 Walmer Road, tie-in of new and existing buildings and renovation to 45 Walmer Road. The total project cost is estimated to be $12.472M for new construction and an additional $3.572M for renovations to existing spaces for a total of $16,000,000.

Funding Sources

To date, ICS has been able to secure three major gifts in support of the construction of the new facility and renovations to existing facilities. These include gifts from Dr. Eric Jackman and from Margaret McCain as well as an anonymous gift and are supplemented with numerous others for a total of $11.646 million raised. The capital cost of property acquisition for 58 Spadina Road and other property related expenses incurred on these gifts to date is approximately $1.746 million resulting in a total of $9.9 million in donations available for the captial construction.

To bridge the gap between capital campaign and total project cost, OISE will fund $2.6 million, the Provost will fund $2.0 million and $1.5 million will be funded by the Laboratory School in payments over an 8 year period as illustrated below.

$4.7 million donations collected and investment income in hand
$5.2 million donations pledged, to be bridge financed by OISE
$1.5 million from ICS Laboratory School over 8 years
$2.0 million from the Provost
$2.6 million from OISE
Total $16.0 Million

OISE will provide bridge financing on outstanding gifts and Laboratory School funds to be paid out over several years to eliminate the need for financing. There is no central borrowing required.

Schedule

Suggested project milestones include the following:

Governing Council Approval:	February 2013
Design and Approvals	February 2013-April 2014
New Construction and 56 Spadina Renovation	May 2014 - April 2016
45 Walmer Road Renovation	May 2016 - September 2016

Reccomendations

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

a) THAT the Project Planning Report for the Dr. Eric Jackman Institute of Child Study Expansion, dated December 17, 2012, be approved.

b) THAT the project scope to accommodate an expanded Jackman ICS totaling 3180nasm consisting of 1225nasm new construction and additional renovated space, at 45 Walmer Road and on the combined sites of 56 and 58 Spadina Road at a total project cost of $16.0M be approved in principle.
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   Total $16.0 Million

II. PROJECT BACKGROUND

MEMBERSHIP

Kang Lee, Director ICS (Co-chair to 2010, Faculty member 2011-12)
Janette Pelletier, ICS Faculty member, Director ICS (Co-Chair 2010-12)
Joe Weinberg, Chief Administrative Officer, OISE (Co-chair), replaced by Helen Huang, CAO (2012)
Elizabeth Morley, Principal, ICS Lab School
Robin Farb, ICS Capital Campaign (to April 2012)
Esther Geva, Chair, Human Development and Applied Psychology
Carol Rolheiser, Associate Dean Teacher Education; replaced by Kathy Broad, Academic Director, Teacher Education at OISE 2012
Maya Fowlie, ICS MA student; replaced by Trevor Williams, ICS Student 2012
Julian Binks, Director, Planning and Estimating, Real Estate Operations, replaced by George Phelps (June 2012)
Jennifer Adams Peffer, Senior Planner, Campus and Facilities Planning

Other Invited Members:
Ron Swail, Assitant Vice-President, Facilities and Services

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. The Terms of Reference remain the same as the ones identified for the 2008 Interim Project Planning Report.

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.

BACKGROUND

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STATEMENT OF ACADEMIC PLAN

The MA Program

At the core of the Jackman ICS 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 teacher education program linked to a laboratory school. The school affords the ICS graduate preservice students 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.

The current enrolment of the Master of Arts in Child Study and Education (MA CSE) program is 94FTE with a future steady state enrolment projected at a maximum of 100FTE with the current complement of faculty. Further planned projections to increase graduate enrolment will require increases in faculty complement and additional space allocation is expected to be accommodated within the OISE building.

Accommodations for the students are limited. Also, space 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 is only one academic classroom in the current Jackman ICS complex and 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/lunchroom can accommodate no ore 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. Because the Jackman ICS Laboratory School is integral to the MA program, all students do at least one placement in the Jackman 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 Laboratory School practica, and other learning within the building, 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 Jackman 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 37 research projects at ICS involving a total of approximately $4.76 million in external funding from 17 granting agencies including SSHRC, NSERC, NIH, NSF, the Ontario Neurotrauma Foundation, the Connaught Fund, TVOntario 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 researchers, 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 Applied Psychology and Human Development, where all ICS faculty also hold teaching and graduate student supervision 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, integrated children's services and full-day kindergarten.

Current space at 45 Walmer Road and 56 Spadina Road is insufficient to accommodate further expansion of research activity at Jackman ICS. Space limitations have also made it impossible to accommodate visiting scholars and researchers who have expressed an interest in spending time at Jackman ICS and working with our 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 Jackman Institute of Child Study Laboratory School. Today there are approximately 200 children at Jackman ICS from nursery to grade six. The school has a waiting list of approximately 2000 applicants.

The Laboratory School also works in its satellite Integrated Kindergarten Program which is housed at Holland Bloorview Kids Rehabilitation Hospital 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 (MA in CSE). The education of the 94 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 Jackman 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 the anticipated increase of MA students, additional hours of practicum placement will need to be accommodated through a combination of remote classroom visits, made possible through technology to be located within Jackman ICS grade classrooms and 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 the 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, National Science Foundation, 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 early learning and full-day 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.

SPACE UTILIZATION ANALYSIS

To determine the appropriate space program for any academic unit, the complement of faculty, students and staff are reviewed along with any academic plans for expansion and growth potential. These input measures are analyzed using the Council of Ontario University Standards as well as the Universities own space standards, as well as any other space standards that apply programmatically. In this case, the Day Nursuries Act, for example must be met for early years educational settings.

For the Jackman Institute of Child Study, the input measures are as follows (for the year 2011-12):

Occupant Profile

		FTE current	FTE planned	Notes
ICS MA Program				
	Faculty	9		tenured or tenure stream
	Emeritus	1		
	Other Faculty	2.41		lecturer/contract lecturer
	Administrative Staff	5		
	Graduate Students	94	100	
Lab School				
	Administrative Staff	7		
	Faculty/Teachers	13.65		
	Students	200		

SPACE REQUIREMENTS

Existing Space

The Jackman Institute of Child Study including its academic functions and Laboratory School is currently housed in two buildings a short walk north-west of the University of Toronto St. George main campus. 45 Walmer Road, designed by Sproatt & Rolph in 1932, is a Georgian-style

house originally belonging to the Hon. Leighton Goldie McCarthy for whom the building has been named. A later addition to the house and periodic interior renovations have expanded classroom and academic facilities on three levels to provide a total area of 1486 net assignable square meters of usable space. 56 Spadina Road, a detached house purchased for Jackman ICS, backs onto the Walmer Road site allowing for exterior connections between buildings. The Spadina Road house currently accommodates the Laboratory School art classroom along with academic faculty and research space in 350nasm. 58 Spadina Road, to be demolished in this plan, is not occupied.

The current total space allocated for Jackman ICS within 45 Walmer Road and 56 Spadina Road is 1836nasm.

COU Analysis and Other Space Comparitors

The approved May 2002 Interim Project Planning report for the Institute of Child Study proposed an increased space program allocation of 2428nasm to be accommodated within renovated existing space at 56 Spadina Road 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 (see Appendix A for COU analysis). 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 Toronto District School Board and the Department of National Defense for the programmable areas of the Laboratory School (see Appendix A for comparison space standards).

In addition to the above guidelines and standards review, the space program took into account site analyses to provide a program that would greatly improve allocation for ICS teaching, research and Laboratory School functions 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 Road has been purchased allowing for a review of space allocation to allow for spaces of exemplary size and configuration where possible. Similarly, increases to the proposed enrolment of MA students and further increases to staffing and research initiatives have impacted the current space program. Again, COU and other guidelines were used to provide benchmarks for space allocation.

The committee was reconstituted and proposed in the 2008 Interim Project Planning Report a more exemplary space program of 3180nasm to accommodate planned expansion and to accommodate exemplary practices in teaching and research. As much as possible, the Final 2012 space program, proposed here, continues to represent the current and planned needs for both the academic functions of Jackman ICS to a complement of 100FTE and the Laboratory School. Any expansion of the masters program would require additional facilities to be located at an alternate site, likely OISE-UT.

Comparison of Existing Space Inventory to Proposed Space Program

		45 Walmer Area NASM	56 Spadina Area NASM	Total Existing Nasm	2012 Proposed Space Program Area NASM
1	**MA/Research Space**				
	Classrooms	50	54	**104**	**369**
	Research Lab/Office Space	118	36	**154**	**371**
	Academic Offices	84	48	**132**	**169**
	Departmental Support Staff Offices	74	16	**90**	**46****
	Office Support Space	194	47	**241**	**76**
	Graduate Student Space	46	24	**70**	**140**
	Subtotal MA/Research Space			**791**	**1171**
2	**Laboratory School/Daycare Space**				
	Day-Care Facilities	40		**40**	**15***
	Laboratory School	879	127	**1006**	**1994**
	Subtotal Laboratory School/Daycare Space			**1046**	**2009**
		1486	350	**1837**	**3180**

* dedicated space only. Additional shared space is anticipated in the plan.
** administrative space associated with the Laboratory School is included under the Lab School line.

In addition to the allocation of academic space including faculty and administrative offices, research space and MA student related study and lounge spaces, space needs addressed in the space program for the Laboratory School include the following:

- 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.
- Providing a regulation size gymnasium to support the physical education program for all grade levels.
- 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).
- 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 will 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 ground-breaking research in security theory, was a pioneer in establishing standards for group 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.

- Building and renovating work stations for teachers, teacher researchers, graduate students and researchers who are actively engaged in work beyond the classroom walls.
- Establishing a small covered playground space for use in all weather and improvement of existing outdoor spaces.
- 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 comprehensive Space Program to accommodate the Jackman ICS inculding all academic functions and the Laboratory School between existing and new construction is displayed to follow:

2012 Proposed Space Program for the Jackman Institute of Child Study

Program	# rooms	Nasm Per	Total Nasm	Total Cat. Nasm	NOTES:
Academic Offices					
Faculty Offices	11	13	143		
Other Academic Offices	2	13	26		
				169	
Administrative Offices					
Director ICS	1	20	20		
Administration Offices	4	13	52		pro-rated 50/50
				72	
Laidlaw Centre					
Reception	1	20	20		
Meeting Room	1	35	35		
				55	
Classrooms Facilities					
MA classroom to seat 60 students + visitors	1	120	120		
MA classroom to seat 40 students +visitors	1	80	80		
MA classroom to seat 30	1	50	50		Room 127
				250	
Graduate Student Space					
Computer Lab/Wireless study space/breakout	3	25	75		
group study/break out rooms	2	15	30		
student research stations	100	2.5	250		
Student Lounge	1	35	35		
				390	
Research Labs					
child friendly testing labs	2	8	16		
individual researcher labs	20	15	300		
research meeting room (support space)		One in above			

Program	# rooms	Nasm Per	Total Nasm	Total Cat. Nasm	NOTES:
subtract out student research stations (within research labs)			-250		
				66	
Departmental Support Space					
Staff Lounge	1	35	35		Pro-rated 50/50
Office Machines/Storage	2	10	20		Pro-rated 50/50
Professional Resource Rm	1	20	20		Pro-rated 50/50
File/Document Storage	2	10	20		
Janitor locker room	1	8	8		Prorated 50/50
Janitor lunchroom	1	10	10		Prorated 50/50
Janitor w/c & shower	1	4	4		Prorated 50/50
				132	
Lab School Admin Offices and Support					
Lab School Principal	1	20	20		
Lab School VP	1	18	18		
lab school office	1	35	35		
Lab School Research Office	1	13	13		
Office machines/storage	1	10	10		
				96	
Lab School Classrooms and Support					
Daycare	1				
Daycare Office	1	15	15		
Nursery - 20 students	1	100	100		
JK - 22 students	1	100	100		
SK - 22 students	1	100	100		
Grade 1 - 22 students	1	85	85		
Grade 2 - 22 students	1	85	85		
Grade 3 - 22 students	1	85	85		
Grade 4 - 26 students	1	85	85		
Grade 5/6 - 26 students	1	85	85		
Grade 5/6 - 26 students	1	85	85		
Art	1	85	85		
French - Senior	1	85	85		
French - Junior	1	45	45		
Resource/Special Ed	1	25	25		
Music/Drama	1	85	85		
Gymnasium/Theatre Arts Space	1	400	400		Prorated 25 ICS/ 75 Lab School*
stage and wing space within gymnasium	1	75	75		Prorated 25 ICS/ 75 Lab School*
changerooms - boys/girls	2	22	44		
equipment storage within gymnasium	1	18	18		
kitchen	1	18	18		
child w/c	2	10	n/a		
Library	1	85	85		
Teacher/Researcher classroom observation/research offices	4	15	60		
lunch room	1	85	85		
AV storage	3	2	6		

Program	# rooms	Nasm Per	Total Nasm	Total Cat. Nasm	NOTES:
common storage for themed bins	3	3	9		
				1950	
Total NASM ICS Laboratory School				**2009**	
Total NASM ICS MA Program				**1171**	
TOTAL PROJECT NASM				**3180**	

*note: proration may be lowered for either or both of the Laboratory School and MA Program to allow for other OISE-UT uses of the space.

Non-Assignable Spaces:
In addition to programmable spaces the following requirements must be met within the non-assignable space:

- Locker/cubby spaces: 1 per child x 30 cm square to include 2 hooks for coat and shoe rack below
- Children's w/c's – separate w/c's for boys and girls on each classroom floor and adult w/c as required by code
- Garbage and recycling disposal within building, and plan for pick-up at 45 Walmer Road and 56 Spadina Road.
- Waste and recycling bins/depots to comply with University standard on each floor
- Network closets: 1 per floor
- Utility closets: 1 per floor
- Custodial spaces including:
    - Lunchroom/office, storage and locker rooms as existing
    - Slop sinks on each level and in basement level storage room
    - storage closet: 1 below grade
- Covered outdoor play space
- Covered bicycle parking

Room data sheets, available upon request, describe required and desirable adjacencies between and among rooms within the space program and also requirements for connections to the exterior, particular requirements of accessibility and/or security, furnishings and other required details. Additionally, test-fit drawings included in Appendix B indicate relative locations identified for program within the existing structures and new building.

Space Program Fit

A preliminary test-fit of the proposed space program to the existing spaces within 45 Walmer Road and 56 Spadina Road along with proposed new construction results in a shortfall of approximately 287nasm in program for a total of 2893nasm of total space accomplished through this plan as indicated in the chart below:

	Program	New Construction	Existing Space	Accomplished in Test Fit	Shortfall in Test Fit
Total ICS Academic/Research Space	1171	418.75	708	1127	43
Total Laboratory School Space	2009	806.25	960	1766	244
	3180	**1225**	**1668**	**2893**	**287**

Much of the shortfall occurs because of the mismatch between ideal program sizes, and existing sizes of rooms within which the program is placed. For example, the Laboratory School library is programmed at 85nasm. However, the existing library is expected to be expanded within the 45 Walmer Road building in a total of 62nasm of space. Similarly, the grade 2 classroom is programmed at 85nasm, but is expected to occupy an existing 45 Walmer Road room of 68.87nasm. In one case, two program spaces have been co-located to reduce the total program area further (i.e. the music/drama room and lunchroom each were allocated 85nasm, but all functions will take place in one room of 85nasm). The test-fit of program to existing space and new construction is included in its entirety in Appendix B.

Space Program by Category

Academic Spaces

i) Faculty Offices

This program allocates 169nasm of space for faculty and visitor offices. Faculty complement is based on a 100FTE student body. With the graduate student complement being projected to grow, additional faculty members will be required to deliver the program. The total number of additional faculty has not yet been determined.

Laboratory School Faculty are accommodated within assigned classrooms. Support spaces for School Faculty are included in the program in the form of a professional resource room and teacher/researcher observation rooms which may be used for bookable office space by teachers undertaking research.

ii) Administrative Offices

A total of 5FTE Administrative Staff support the academic functions of Jackman ICS, and 7FTE support the Laboratory School including the two shared positions of business officer and reception. Private and shared offices or workstations are allocated to each position as appropriate.

The main reception for all functions of ICS and the Lab School is proposed to be located in 45 Walmer Road room 106 along with discrete waiting space, ideally adjacent to the existing fireplace. To maximize the use of space within the existing building, a shared copy/fax room is proposed to be discretely located within room 106 in partially enclosed space. The Laboratory School office is proposed to be located in a divided room 103 along with the Principal and Vice-Principal's offices.

iii) Graduate Student Offices

Graduate student enrolment is projected to increase, with 100FTE currently assumed to be the maximum number that can be supported by the existing Faculty complement. To accommodate this anticipated increase to 100FTE graduate students, 140nasm of student support space is provided including study rooms, bookable group study/breakout rooms and a student lounge. An additional 250nasm of space is proposed within research laboratory space to accommodate graduate student workstations for those working with Faculty members.

Research workstations will be clustered in groups of four to six student spaces per research office/lab. Group study rooms will be equipped with receptacles and wireless data connections for easy lap-top use and will double as meeting and small classroom break-out rooms.

iv) Research Space

This program proposes a total of 316nasm of space including 20 research labs of 15nasm each and two child friendly testing labs of 8nasm each. 16 research lab spaces will accommodate graduate student work stations (as described above). The remaining research lab spaces will accommodate CFI research and support space.

The two child friendly testing labs will allow for researchers to take advantage of on-site child research.

v) Classroom Facilities

Currently one classroom for the MA program is included in the space inventory seating approximately 30 students (rm. 127). This room does not adequately address the needs of the MA program which is currently run with 94 FTE students and is projected to increase to 100FTE in the near future and further increases steady state.

The program calls for the creation of two larger rooms to better serve the expanding MA population. One 60-seat and one 40-seat flat-floor classroom are included in the program and located within the new building with flexible furnishing to provide access to different teaching methods. The two rooms should be designed in such a way that they share a moveable communicating wall that may be raised to create one 100 seat classroom.

Room 127 will be expanded to provide a flat floor classroom for 30.

Group study/break-out rooms of 15 and 25nasm each, included in the program as graduate student space, may be used from time to time as break-out rooms to accommodate case-based teaching methods or for use by small seminar groups.

vi) Departmental Support Space

The program calls for support space associated with Jackman ICS and the Lab School including several spaces that will be used by both groups on a percentage time/use basis.

Space includes an expanded staff lounge, a professional resource room and office machine/storage spaces as well as reception and office areas.

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 85nasm each, not including in-class washroom and storage facilities.

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 washroom. 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, and Music room/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.

An auditorium/gymnasium – currently not part of the complement of spaces on site 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, children's washrooms, equipment storage, and a kitchen are included in the program. The space will also include automated telescoping seating to accommodate a maximum of 400 persons seated in the space for student performances, lecture and other large gatherings.

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 possible 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) although there is the understanding that this may not be possible for classrooms remaining within 45 Walmer Road. 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.

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 and MA space throughout all of the buildingings including 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.

Approximately 1225nasm is proposed to be accommodated within newly constructed space located between and connecting with existing facilities at 45 Walmer Road and 56 Spadina Road. With a space program of 3180nasm to accomplish between new and existing facilities, 1950nasm of space will need to be programmed within the existing spaces (where currently approximately 1800nasm of space is available and where existing usable space will be lost to provide connections between structures and space for new construction).

A conceptual layout of space within the existing and new buildings (see Appendix B) indicates that the match of program area to existing space cannot always be achieved and, in this conceptual plan is deficient approximately 285nasm of programmatic space as distributed across the existing and proposed new structure. To the extent possible, creative space plan layouts will be sought by architectural consultants to more closely match the space program within the available space with the understanding that some elements may need to be smaller than programmed to be included.

It is anticipated that new construction will accommodate the auditorium/gymnasium as a two-storey connector space with additional levels above. The auditorium/gymnasium is, in the conceptual plan, located one level below grade to take advantage of floor to floor heights possible combining this level and the ground level together. A mezzanine and ground level entry accessed off of Spadina Avenue will connect ground level facilities within the existing buildings. The second level will accommodate new Laboratory School classrooms, observation rooms and lunchroom facilities, with access to a roof terrace. The third level will accommodate MA classrooms, graduate student study space and faculty research space. This level should also include access to a roof terrace.

The plan should address accessibility throughout the existing and new structures allowing for connections at all levels where possible. One new elevator is anticipated to be located within the new structure to connect all levels of the new structure, and to the extent possible, each level of the existing structures.

Room Data Sheets (available as a separate attachment) describe required and desireable adjacencies between and among rooms within the space program and also requirements for connections to the exterior, particular requirements of accessibility and/or security, furnishings and other required details.

BUILDING CONSIDERATIONS

Standards of Construction

This project assumes construction standards and materials similar to other good quality contemporary academic buildings on the University of Toronto campus.

It is the expectation that the University of Toronto Design Standards be met in all aspects of the project. Design standards include those that deal with safety requirements, accessibility concerns and general design issues as well as products and methodologies to be used in construction. The design team will provide a design brief or outline that can be reviewed and discussed early in the design process so that changes can be made without serious repercussions.

Hazardous Materials

An overview of the hazardous construction materials within the building is included as an appendix to this document. Detailed information regarding asbestos can be obtained from the University's asbestos inventory system upon request. Prior to planning any renovation or demolition project a pre-construction survey must be carried out.

Electrical Systems

45 Walmer Road:
This building is fed directly from Toronto Hydro with a 200A 120/240V 1-phase 3-Wire service. There is no maximum demand data available since the energy meter reads consumption only. All the electrical devices in the main electrical room appear to be the original equipment, which include panels with plug-in fuses, and are believed to have passed their life expectancies. There are two new panels, one in the mechanical room in the basement, and one on the 2nd floor.

It is recommended to have the incoming service upgraded so that there is adequate power for the needs of the renovation (to be confirmed with the consultant). All electrical equipment, including the disconnect switches, splitter and panels (except the two new panels mentioned above) shall be replaced with new equipment. All the wirings must be replaced due to aging and insulation break downs.

56 Spadina Road:
This building is fed directly from Toronto Hydro with a 300A 120/240V 1-phase 3-Wire service. The energy meter only reads consumption, therefore maximum demand data is not available. There have been renovations in this building recently, and the electrical panels are new. There is no need to do any upgrade or replacement. All electrical equipment can remain "as is".

ENVIRONMENTAL IMPACT

The University of Toronto is committed to being a sustainability leader in the city, as well as the country, through its progressive operations standards as well as its cutting edge research and education in the field. It strives to increase energy and water efficiency, in addition to creating and maintaining healthy interior environments.

Regulations and guidelines have grown over the last decade in an effort to improve the quality of our environment. The University is governed by both its own policy, and standards required by municipal and provincial bodies.

The University of Toronto Design Standard, *Part 1, Section 5,* includes specific requirements with regards to Environmental Design and the approval process for new buildings and renovations on campus, including the minimization of energy and water use; material choice; the control of effluents and emissions; coordination with the outdoor environment; waste management; and monitoring of environmental performance. This standard, along with an environmental design check list, has been used for all capital projects over the last decade, as a means of ensuring that the design team considers all aspects of environmental sustainability during the design phase of the project. An updated version of the standard is underway and, in its draft form, proposes CaGBC's Leadership in Energy and Environmental Design (LEED®) 2009 Silver certification as a target, calling out minimum compliance for each credit.

Additionally, the Toronto Green Development Standard (TGDS) contains performance targets and guidelines that relate to site and building design to promote better environmental sustainability of development. The Standard is a 'made-in-Toronto' approach that integrates existing City guidelines and targets with standards from private rating systems such as LEED® and Green Globes. The Toronto Standard is not intended to compete with rating systems like LEED®, but to ensure that when there is a desire to 'build green' in Toronto, local environmental objectives are met.

As a model educational facility, it is important for Jackman ICS to be seen as a leader in environmental stewardship and education. In addition to meeting or exceeding University of Toronto standards for sustainable construction, it is proposed that, both the interior and exterior design for the Jackman ICS provide elements and features that would create "learning moments" for environmental education and stewardship for faculty and students. One suggestion to achieve such a goal might include in the design child-managed gardens and composting facilities supported by rainwater captured and used to water gardens and landscape elements.

SPECIAL CONSIDERATIONS

Landscape Requirements

The committee recommends that Jackman ICS create naturalized playgrounds in association with this project to encourage student interaction with the natural environment where possible. A small covered playground space for use in all weather is also required. Roof garden and other landscaped "pocket' spaces will allow for additional teaching opportunities. A cistern should be considered for the proposed naturalized area.

In particular, outdoor roof garden/terrace space adjacent to the school lunchroom would be ideal as it would allow for all school children to have access to an alternate outdoor space. Similarly outdoor roof garden/terrace space adjacent to MA student space would be an attractive feature. Where possible, all existing trees will be maintained.

A new landscaped garden will also be created in place of 58 Spadina Road as a garden forecourt to the new Spadina Road entrance. The space will include a mix of landscaped and paved areas to allow for accessible entry, but also allow for multipurpose uses by the Jackman ICS community. Heat tracing or canopy is suggested on all exterior pathways and accessibility ramps. Pathways should be at least 6 feet wide to minimize manual snow removal.

Accessibility

As much as possible, all Jackman ICS facilities should be barrier free. The inclusion of one elevator in this plan hopes to connect all levels of existing and new facilities on the lower level, ground, and second levels. Access to the third level will only be possible to one of 45 Walmer Road or 56 Spadina Road and will depend on the final location determined for the one elevator. To the extent that duplicate space can be supplied for inaccessible rooms, through the inclusion of a swing-office space, this will go a long way to achieving a fully accessible complement of spaces.

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 Jackman Institute of Child Study Laboratory School (Jackman 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 Jackman 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 Jackman ICSLS component of this network involves all of the classrooms at the school.

The Early Years classrooms (Nursery, JK and SK) received multimedia desktop 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 equipped with data projectors and a complement of desktop computers for the students. In the Junior classrooms (Grades 3, 4, 5 and 6) there are class sets of laptop computers that have wireless access to the network.

Each of these classrooms also has data projectors permanently installed in the classroom. Each of the classrooms also 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.

Jackman ICSLS faculty now regularly co-author research reports and present papers at international research conferences and have won awards in competition with established university researchers. CFI infrastructure funds have allowed ICSLS teachers to have access to workstations on a par with those of researchers in the Knowledge Innovation Lab, and classroom equipment and connectivity necessary for raising the level of innovation still higher. To participate fully in these kinds of research 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. To this end, it is suggested that each Lab School classroom (nursery through grade 6) be equipped with technology that allows for off-site viewing of classroom activities.

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 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 optical laser 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.

Potential for Expansion/Development

Cushman & Wakefield LePage, Inc. prepared an analysis of redevelopment options for the 45 Walmer Road and 56-58 Spadina Road combined site in 2008. Options included variations on the private development of frontage along Spadina Road on the existing site of 56-58 Spadina to accommodate residential condominium development with additional academic space being located behind and connected through to 45 Walmer Road. Redevelopment of this kind would

limit access to ICS and its Laboratory School to entry from Walmer Road and would require the relocation or rebuilding of existing programmatic space in 56 Spadina. Further, an estimate at the time showed insufficient profit yeild to support this strategy going forward. As such, the proposed development of these lands does not anticipate future development for residential or commercial purposes. However, it is recommended that the specific design of the new wing, where possible, not preclude such later development of the site for institutional purposes.

Campus Planning

In order to alleviate pressures of space allocation for the Jackman Institute of Child Study including the Laboratory School, properties at 56 and 58 Spadina Road each abutting 45 Walmer Road at their rear yards, have been purchased over the past 10 years with the intention that one or more of the structures could be renovated to accommodate much needed contiguously located space for the Institute or demolished to allow for the construction of new facilities. After purchase, 56 Spadina was renovated to termporarily accommodate the Campus Coop Daycare, including improvements to fire and life safety. Upon the Coop's move to permanent quarters on Huron Street, JICS program space expanded into 56 Spadina including the accommodation of faculty and research offices, graduate student spaces and the Laboratory School art room. 58 Spadina has not been upgraded or occupied.

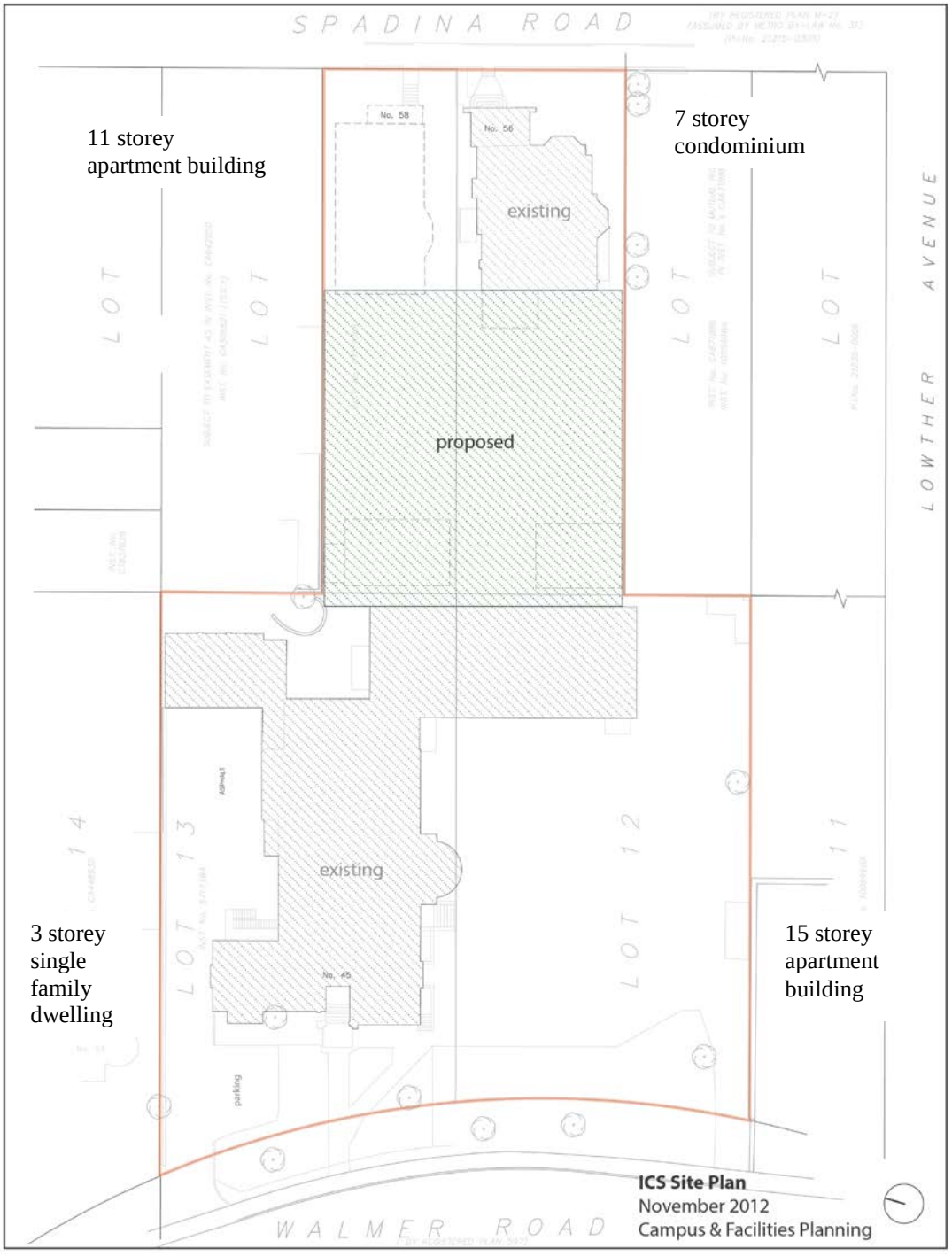
56 and 58 Spadina Road are both 3-storey red-brick buildings originally constructed as single family dwellings. Neither building is currently listed on the City of Toronto inventory of heritage properties.

The properties of 45 Walmer Road, 56 and 58 Spadina Road are located within the block bounded by Spadina Road to the east, Walmer Road to the west, Kendal Avenue to the north and Lowther Avenue to the south. This block is fairly typical of the surrounding context including a mix of single and multi-family residential properties. 45 Walmer Road is located adjacent to a three storey single family home to the north and a 15 storey apartment building to the south. North of 58 Spadina is a 12 storey apartment building and south of 56 Spadina Road is a new 7 storey condominium.

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 will likely be permitted on Spadina Road, the proposed direction for the site assumes both 45 Walmer and 56 Spadina are retained and renovated, and 58 Spadina is demolished to allow for a modest new building to be constructed across the back yard areas of both 56 and 58 Spadina. Some mature trees in the rear yards will need to be removed in order to build in this location. A garden entry forecourt will be located in place of the demolished 58 Spadina and the space reserved for possible future development.

More density and height are permitted on the site than currently exists, but setback requirements in the general zoning restrict any significant addition to the existing houses. Re-zoning will, therefore, be required in order to permit additional construction on site. Zoning approvals will be sought as part of the project implementation.

The conceptual site plan for the proposed project is illustrated as follows:



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. Swipe card access will be available off Spadina Road monitored by reception desk personnel at times when public functions are scheduled. During non office hours each entrance will be accessible with individually encoded passcards. Each faculty, staff and graduate student 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.

With the recent proposal to possibly increase the MA class and to use the new classrooms on this site for a wider OISE population, additional security measure to separate access to the Laboratory School from publicly accessible spaces will need to be carefully considered.

Secondary Effects

Staging

The plan envisions a phased project that will allow, as much as possible, for existing functions to remain operational while new construction occurs in the first phase. Where modest demolition is required to 56 Spadina Road, affected research functions will require relocation for the duration of construction, and accommodation within new facilities once completed. Those spaces lost inlcude rooms: 111 (15.41nasm - Lab School Art room storage), 210 (15.39nasm - ICS Research Office). Specialized equipment in the research room will require careful relocation, ideally to adjacent space in 56 Spadina or offsite at OISE-UT.

Demolition of 58 Spadina Road and minor demolition and tie-in to 56 Spadina Road is expected to occur with the construction of the new structure. Renovations to existing spaces in 45 Walmer Road would either precede or follow after new construction is completed. Renovation of the existing 45 Walmer building would best be planned to occur during summer months as the Laboratory School and most MA classes are each out of session during these months.

Resource Implications

56 Spadina Road

As the existing house at 56 Spadina Road has been extensively renovated, the current plan suggests maintaining this structure in place. Other than the minor demolition required at the rear, the work of making the connections and co-coordinating the life safety systems, only minor renovations to this building are anticipated in order to appropriately accommodate program areas. Research laboratory spaces that are severed or demolished to accommodate the new building and access between the new building and 56 Spadina will require relocation to an alternate space during construction. Additionally, removal or renovation of the front porch/vestibule is required to provide an appropriate front door to the complex of spaces for ICS and its Laboratory School. Painting the exterior of 56 Spadina is also included.

45 Walmer Road

Fairly extensive renovations to 45 Walmer are planned. All flooring will be refinished or replaced and partition walls relocated as required to accommodate program, and new lighting provided. Washrooms and sinks will be added where required by the room data sheets. New cabinetry will be provided as indicated within the room data sheets. New furnishings and equipment are included for some existing spaces. The building will have new fire alarm, emergency lighting, and security systems. The building will receive new electrical services and will be completely rewired, and have a sprinkler system throughout.

Although the proposed renovations represent a significant improvement to the existing structure, some aging infrastructure and deferred maintenance issues will remain unaddressed as part of this project due to funding limitations. These include repairs or replacement of the roof, windows and window wells, the heating boiler and other elements flagged by the University's Facilities and Services and Utilities and Building Operations staff. If project funds allow, some of these elements should be considered to be included.

New Construction

A new building, with one floor below grade, and 3 above grade, will be constructed between 56 Spadina and 45 Walmer Road, and extending onto the demolished 58 Spadina Road site to provide for the full space program accommodation across the existing and new sites. The new structure will accommodate approximately 1225nasm of program in approximately 2250gsm of space, at an approximately 1.85 gross to nasm ratio as illustrated below:

Level	NASM	GSM (estimated)
LL	555	750
Mezz	0	200
2nd	370	700
3rd	300	600
total	**1225**	**2250**

OPERATING COSTS

Total occupancy costs for the expanded Jackman ICS, including space in 45 Walmer, 56 Spadina and in new construction are estimated to be approximately $688,500 (in 2012-13 dollars) as follows:

45 Walmer Road	$366,432	($264 x 1388nasm)
56 Spadina Road	$77,100	($257 x 300nasm)
New Construction	$245,000	($200 x 1225nasm)

Note: Existing areas after renovations and connections are completed are an estimate only. These numbers in 45 Walmer and 56 Spadina may change marginally.

TOTAL PROJECT COST ESTIMATE

The total project cost estimate includes demolition of 58 Spadina Road, new construction between 56/58 Spadina Road and 45 Walmer Road, tie-in of new and existing buildings and renovation to 45 Walmer Road. The total project cost is estimated to be $12.472M for new construction and an additional $3.572M for renovations to existing spaces for a total of $16,000,000.

FUNDING SOURCES AND CASH FLOW ANALYSIS

Project Financing
To date, ICS has been able to secure three major gifts in support the construction of the new facility and renovations to existing facilities. These include gifts from Dr. Eric Jackman and from Margaret McCain as well as an anonymous gift and are supplemented with numerous others for a total of $11.646 million raised. The capital cost of property acquisition for 58 Spadina and other property related expenses incurred on these gifts to date is approximately $1.746 million resulting in a total of $9.9 million in donations available for the captial construction.

To bridge the gap between capital campaign and total project cost, OISE will be providing $2.6 million, the Provost will providing $2.0 million and $1.5 million will be provided by the Laboratory School. Additionally, OISE will provide bridge financing on outstanding gifts and Laboratory School funds to be paid out over several years to eliminate the need for financing.

The total project cost will be achieved through the following contributions:

$4.7 million donations collected and investment income in hand
$5.2 million donations pledged, to be bridge financed by OISE
$1.5 million from ICS Laboratory School over 8 years
$2.0 million from the Provost
$2.6 million from OISE
Total $16.0 Million

SCHEDULE

Suggested project milestones include the following:

Governance Council Approval:	February 2013
Design and Approvals:	February 2013-March 2014
New Construction and 56 Spadina Renovation	April 2014 - April 2016
45 Walmer Road Renovation	May 2016 - September 2016

RECOMMENDATIONS

Be It Recommended to the Academic Board:

a) THAT the Project Planning Report for the Dr. Eric Jackman Institute of Child Study Expansion, dated December 17, 2012, be approved.

b) THAT the project scope to accommodate an expanded Jackman ICS totaling 3180nasm consisting of 1225nasm new construction and additional renovated space, at 45 Walmer Road and on the combined sites of 56 and 58 Spadina Road at a total project cost of $16.0M be approved in principle with funding as follows:

$4.7 million donations collected and investment income in hand
$5.2 million donations pledged, to be bridge financed by OISE
$1.5 million from ICS Laboratory School over 8 years
$2.0 million from the Provost
$2.6 million from OISE
Total $16.0 Million

APPENDICES

Appendix A. Comparison of Space Standards and COU Analysis

INPUT MEASURES

1a. ICS Academic Faculty and Staff

Faculty	FTE	FTE notes
Janet Astington	50%	Phased in 50% until June 30, 2012
Carl Corter	50%	Phased in 50% until June 30, 2013
Kang Lee	100%	tenured
Rhonda Martinussen	100%	tenure stream
Joan Moss	100%	Tenured phased in until June 2015
Janette Pelletier (Director)	100%	tenured
Rick Volpe	100%	tenured
Dale Willows	100%	tenured
Patricia Ganea	100%	tenure stream
New faculty 1 July 2013 (tentative)	100%	tenure stream
Total FTE Full Time Faculty	9.00	

Emeritus Faculty:

Andy Biemiller		professor emeritus

Other Faculty:

Bev Caswell	75%	lecturer
Jody Chong	50%	contract lecturer
Yiola Cleovoulu	66%	contract lecturer
TBD	50%	lecturer
Total FTE Other Faculty	2.41	

Administrative Staff:

Vanessa Kirkham	100%	CSE Program Secretary full time
Ronna Kluger	100%	100% Practicum Coordinator
Penny Deligiannis	50%	100% Business Officer (50% MA Program, 50% Labschool)
Jackie Goodman	100%	Program Secretary
Christine Davidson	100%	Laidlaw Research
	50%	Receptionist
Total FTE Admninistrative Staff	5.0	

1b. Graduate Students

Students	FTE	FTE notes
MA CSE	94	Current enrolment
	116	Additional student enrolment projected over 5 years
TOTAL FTE MA C.S.E. Students	**210**	

2a. Laboratory School Faculty and Staff

	FTE	Title	
Administrative Staff:			
Elizabeth Morley	100%	Principal	
Richard Messina	100%	Vice-Principal	
	50%	Business Officer (50%)	
	100%	Daycare Administrator	
	50%	Receptionist	
	100%	Lab School Administrator	
	100%	Lab School Administrative Asst.	
	100%	Lab School Researcher	
Total FTE Administrative Staff	7.0		
School Faculty:		Daycare	
		Nursery	
	100%	JK	
	100%	SK	
	100%	Grade 1	
	100%	Grade 2	
	100%	Grade 3	
	100%	Grade 4	
	100%	Grade 5	
	100%	Grade 6	
	100%	Art	
	100%	French	
	50%	French	
	100%	Resource/Special Ed	
	30%	Music	
	60%	Physical Education	1 @10%, 1@20%
	100%	Library	
	25%	Drama	
Total FTE Faculty	13.65		

2 b. Laboratory School Students

Students	FTE	FTE notes
Laboratory School Students	200	

LABORATORY SCHOOL SPACE COMPARISONS

Note: all areas translated to gross square meters

Space Category	Ministry of Education: Intermediate Level	Metropolitan Toronto School Board: Intermediate Level	Department of National Defense
Administration		114	0.12 per pupil place
Art Room	84-102	112	93
AV & Darkroom		37	
Art Workroom/Prep Room		37	
Classroom	65-79	84	70
Computer Studies Room		93-112	
Computer Prep Room		28	
Guidance Centre	23-65	46	28
Single Gymnasium	279-372	315	
Double Gymnasium	418-632		
Change Room	46-79	130	
Stage, projection, dressing, chair storage		74	
Gymnasium - Auditorium			496
Stage & wing space			89
Equipment and Storage Room			19-28
Kitchen			14
Dressing Area			37
Shower Area			28
Health Unit	19-56	42	19
Laboratory, Sciences	84-93	121	112
Lab prep & storage			23
Library resource centre	93 – 0.46 per pupil	279	140
Lunch room	93 - 0.31 per pupil	0.53 per pupil	.33 of population * 10
Music Room (instrumental)	102-130	149	93
Music Room (keyboard, strings)		112	
Music Room (vocal)	84-102	91	74
Staff Facilities		0.3 per	
Staff Room: First teacher			9.3
Each additional teacher			2.3
Theatre Arts		84	

COU Analysis

Note: all areas translated to gross square meters

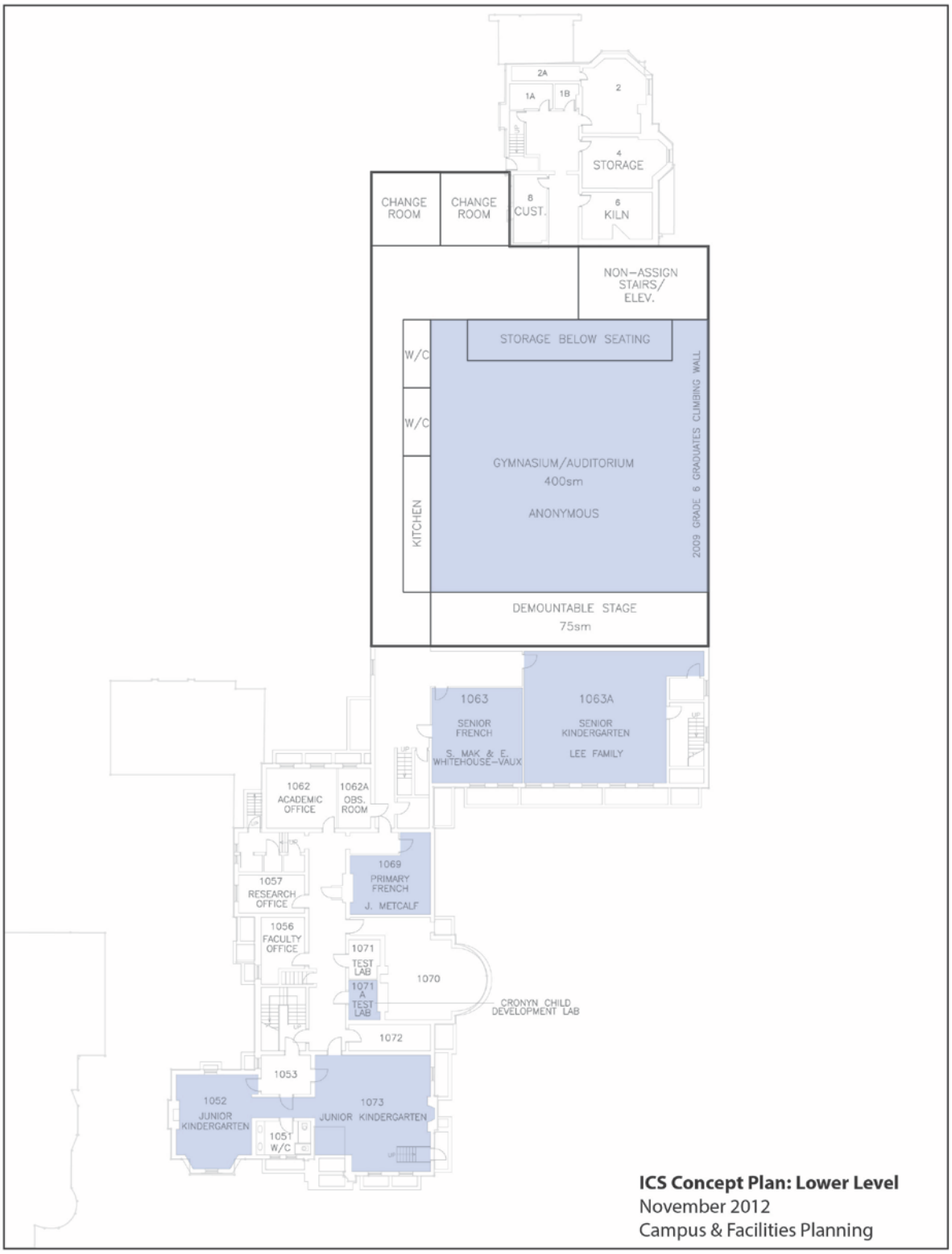
Institute of Child Study			
Masters Program Space Requirements			
INPUT MEASURES	**2001/2002**	**2011/12**	**projected**
FTE U/G Students			
FTE Grad Students	87	94	100
FTE Students	87	94	100
FTE Academic	5.62	11.41	12.00
FTE Dept. Non-Academic requiring offices	4.67	5.00	5.00
FTE Central Admin. Non-Academic requiring office	0		
Weekly Student Contact Hours			
Research Input Measure			
Group E	49	58	62
Library Equivalent Volumes			
FTE Professional Students			
Athletics Supplement			
Total Nasm excluding Cat. 16			
COU SPACE FORMULA CALCULATION			
Space Category	**Generated**		
Classrooms	104	116	123
Teaching Labs			
Research Labs			
Group E	49	58	62
Total	49	58	62
Academic Dept Office Facilities			
Faculty Offices	84	171	179
Graduate Student Offices	346	376	400
Non-Academic Staff Offices	61	65	65
Office Support Space	123	153	161
Total	613	764	806
Central Admin Office Facilities			
Library			
Collections Space	0		
Study Space	61	66	70
Support Space	15	16	18
Total	76	82	88
Physical Education/Athletics			
University Support and Services			
Maintenance Shops			
Total Formula Areas	842	1,021	1,078

Appendix B. Conceptual Plan and Program by Room Allocation

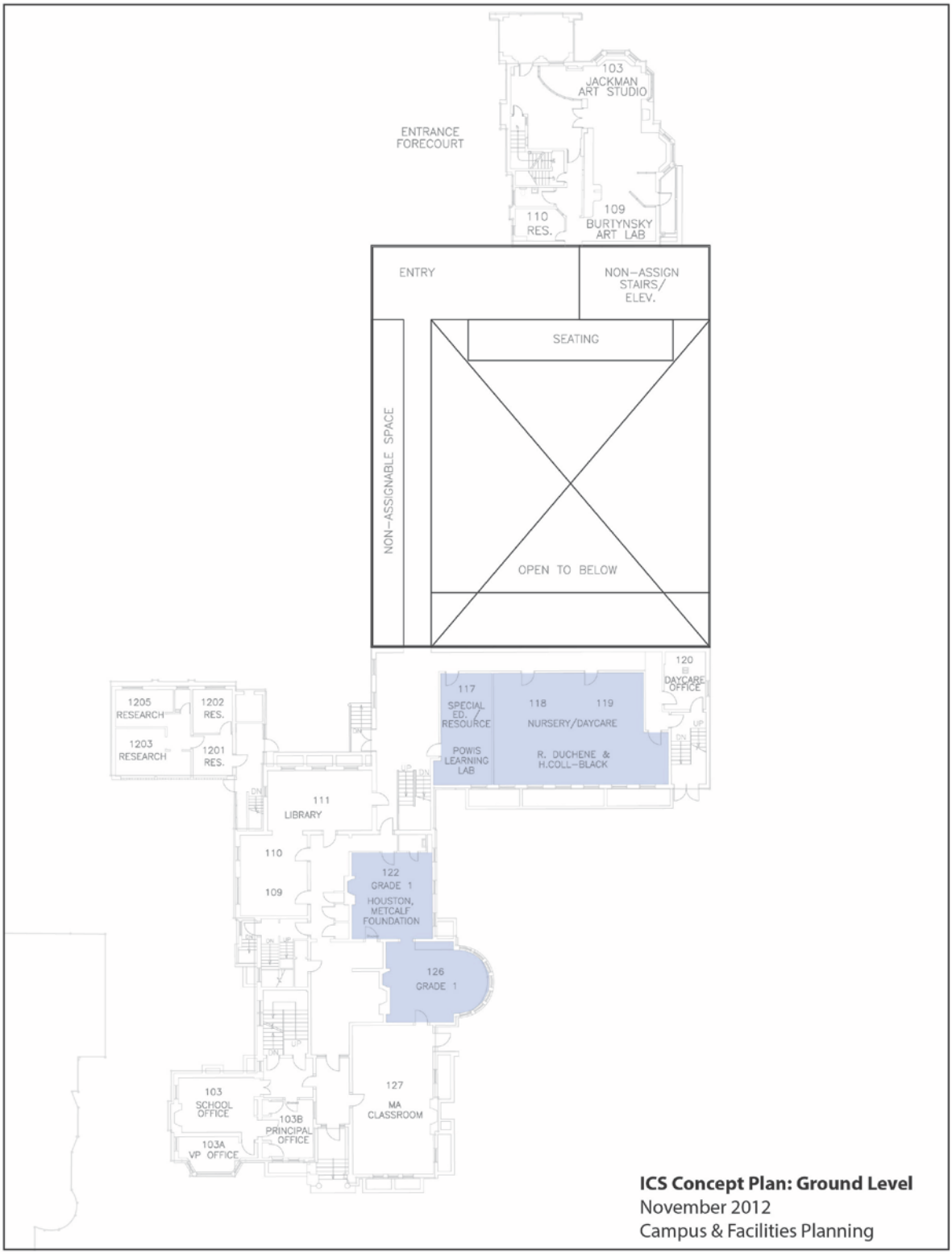
Program	2011 REVISED PROGRAM # rooms	Nasm Per	Total Nasm	total Space Program nasm	PROGRAM Phasing and Distribution as per Concept Plan Phase One New Construction (nasm)	Remaining in Existing Room #(s)	total existing area to be used (Walmer and Spadina buildings)	Program not accomplished in Concept Plan
Academic Offices								
Faculty Offices	11	13	143			1056, 1205, 224A, 229, 230, 304, 306, 309A, S204, S301, 307	146.16	-3.16
Other Academic Offices	2	13	26			1062	22.6	3.4
				169				
Administrative Offices								
Director ICS	1	20	20			224	18.57	1.43
Administration Offices	4	13	52			218, 225, 222	33.32	18.68
				72				
Laidlaw Centre								
Reception	1	20	20			301	20.06	-0.06
Meeting Room	1	35	35			303, 303B	22.51	12.49
				55				
Classrooms Facilities								
MA classroom to seat 60 students + visitors	1	120	120		120			0
MA classroom to seat 30 students +visitors	1	80	80		80			0
MA 30 seat classroom	1	50	50			127	50	
				250				
Graduate Student Space								
Computer Lab/Wireless study space/breakout	3	25	75		50	228	27.8	-2.8
group study/break out rooms	2	15	30			226	22.8	7.2
student research stations	100	2.5	250					
Student Lounge	1	35	35			231, 232	39.9	-4.9
				390				
Research Labs								
child friendly testing labs	2	8	16			1071, 1071A	12.3	3.7
individual researcher labs	20	15	300		26	1057, 1201, 1202, 1203, 302, 308, 309, 310, 311, S200, S202,S208, S209, S302, S303, S304, S305	253.58	-3.58
research meeting room (support space)	within above allocation				24			
subtract out student research stations			-250					

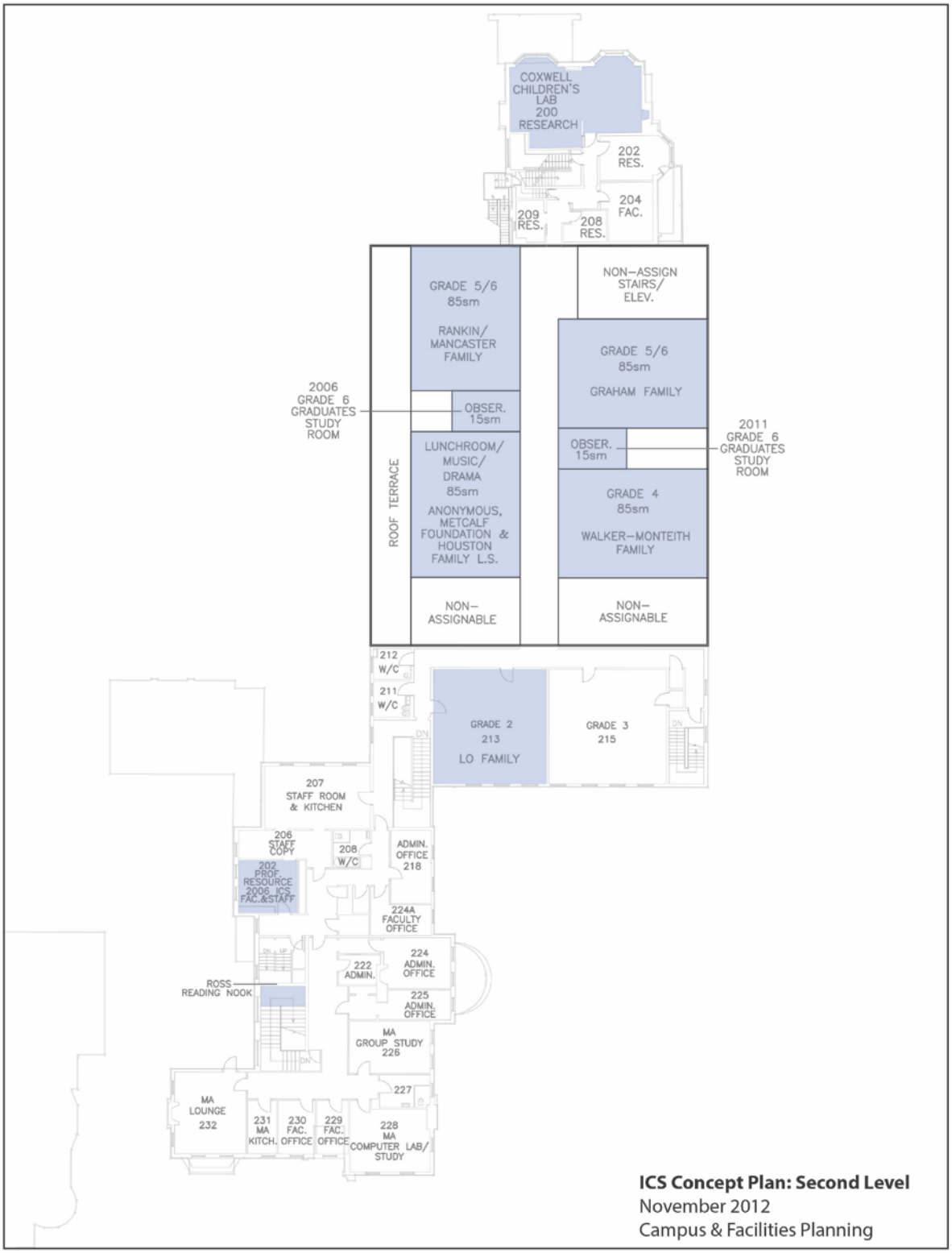
				66				
Departmental Support Space								
Staff Lounge	1	35	35			207	35.81	-0.81
Office Machines/Storage	2	10	20			206, 106	20.55	-0.55
Professional Resource Rm	1	20	20			202	19.15	0.85
ICS/Lab School Reception	1	15	15			106	17.28	-2.28
File/Document Storage	2	10	20			221,219	5.65	14.35
Janitor locker room	1	8	8			C8	12.05	9.95
Janitor lunchroom	1	10	10					
Janitor w/c & shower	1	4	4					
				132				
					270			
Lab School Admin Offices and Support								
Lab School Principal	1	20	20			103 part	18.5	1.5
Lab School VP	1	18	18			103(annex)	16	2
lab school office	1	35	35			103 part	18.5	16.5
Lab School Research Office	1	13	13			S110	10.37	2.63
Office Machines/Storage	1	10	10			shared w reception		10
				96				
Lab School Classrooms and Support								
Daycare	1					shared space		
Daycare Office	1	15	15			120	12.8	2.2
Nursery - 20 students	1	100	100			118,119,117/3	95.39	4.61
JK - 22 students	1	100	100			1051, 1052, 1073	118.98	-18.98
SK - 22 students	1	100	100			1063A+1065	110.1	-10.1
Grade 1 - 22 students	1	85	85			122, 122A, 126	77.22	7.78
Grade 2 - 22 students	1	85	85			213, 1/2 x 214	68.87	16.13
Grade 3 - 22 students	1	85	85			215, 215A, 1/2 x 214	73.02	11.98
Grade 4 - 26 students	1	85	85		85			
Grade 5/6 - 26 students	1	85	85		85			
Grade 5/6 - 26 students	1	85	85		85			
Art	1	85	85			S6, S103,S109	86.32	-1.32
French - Senior	1	85	85			1063	50	35
French - Junior	1	45	45			1069	28.62	16.38
Resource/Special Ed	1	25	25			117 (partial)	31.09	-6.09
Music/Drama/lunchroom	1	85	85		85	shared with lunch		0
Gymnasium/Theatre Arts Space	1	400	400		400			

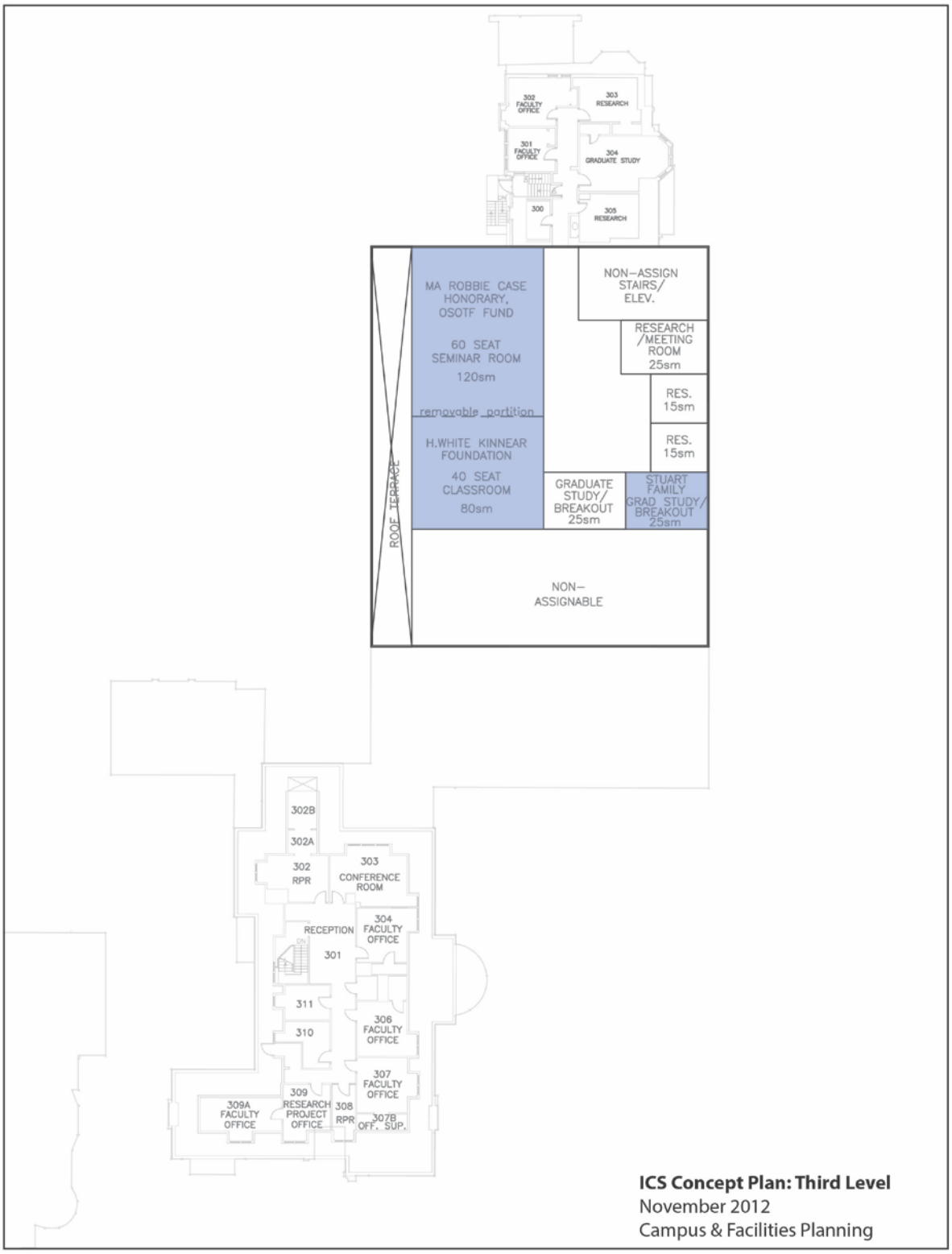
stage and wing space within gymnasium	1	75	75		75			
changerooms - boys/girls	2	22	44		44			
equipment storage within gymnasium	1	18	18		18			
kitchen	1	18	18		18			
child w/c	2	10	n/a					
Library	1	85	85			109,110, 111	62.13	22.87
Teacher/Researcher classroom observation/research offices	4	15	60		30	1062A	10	20
lunch room	1	85	85					
AV storage	3	2	6			within existing spaces		6
common storage for themed bins	3	3	9			within existing spaces		9
				1950				
					925			
				3180	**1225**		**1668**	



Note: highlighted areas indicate donor funded rooms


103
JACKMAN
ART STUDIO
ENTRANCE
FORECOURT
110
RES.
109
BURTYNSKY
ART LAB
ENTRY
NON–ASSIGN
STAIRS/
ELEV.
SEATING
NON–ASSIGNABLE SPACE
OPEN TO BELOW
120
DAYCARE
OFFICE
1205
RESEARCH
1202
RES.
1203
RESEARCH
1201
RES.
117
SPECIAL
ED.
RESOURCE
118
119
NURSERY/DAYCARE
POWIS
LEARNING
LAB
R. DUCHENE &
H.COLL–BLACK
111
LIBRARY
110
109
122
GRADE 1
HOUSTON,
METCALF
FOUNDATION
126
GRADE 1
127
MA
CLASSROOM
103
SCHOOL
OFFICE
103B
PRINCIPAL
OFFICE
103A
VP OFFICE
ICS Concept Plan: Ground Level
November 2012
Campus & Facilities Planning


COXWELL CHILDREN'S LAB 200 RESEARCH
202 RES.
204 FAC.
209 RES.
208 RES.
GRADE 5/6 85sm
RANKIN/ MANCASTER FAMILY
NON–ASSIGN STAIRS/ ELEV.
GRADE 5/6 85sm
GRAHAM FAMILY
2006 GRADE 6 GRADUATES STUDY ROOM
OBSER. 15sm
2011 GRADE 6 GRADUATES STUDY ROOM
OBSER. 15sm
ROOF TERRACE
LUNCHROOM/ MUSIC/ DRAMA 85sm
ANONYMOUS, METCALF FOUNDATION & HOUSTON FAMILY L.S.
GRADE 4 85sm
WALKER–MONTEITH FAMILY
NON–ASSIGNABLE
NON–ASSIGNABLE
212 W/C
211 W/C
GRADE 2 213
LO FAMILY
GRADE 3 215
207 STAFF ROOM & KITCHEN
206 STAFF COPY
208 W/C
ADMIN. OFFICE 218
202 PROF. RESOURCE 2006 ICS FAC.&STAFF
224A FACULTY OFFICE
222 ADMIN.
224 ADMIN. OFFICE
ROSS READING NOOK
225 ADMIN. OFFICE
MA GROUP STUDY 226
227
MA LOUNGE 232
231 MA KITCH.
230 FAC. OFFICE
229 FAC. OFFICE
228 MA COMPUTER LAB/ STUDY
ICS Concept Plan: Second Level
November 2012
Campus & Facilities Planning


302 FACULTY OFFICE
303 RESEARCH
301 FACULTY OFFICE
304 GRADUATE STUDY
300
305 RESEARCH
MA ROBBIE CASE HONORARY, OSOTF FUND
60 SEAT SEMINAR ROOM
120sm
removable partition
H.WHITE KINNEAR FOUNDATION
40 SEAT CLASSROOM
80sm
ROOF TERRACE
NON–ASSIGN STAIRS/ ELEV.
RESEARCH /MEETING ROOM 25sm
RES. 15sm
RES. 15sm
GRADUATE STUDY/ BREAKOUT 25sm
STUART FAMILY GRAD STUDY/ BREAKOUT 25sm
NON– ASSIGNABLE
302B
302A
302 RPR
303 CONFERENCE ROOM
RECEPTION
304 FACULTY OFFICE
301
311
310
306 FACULTY OFFICE
307 FACULTY OFFICE
309 RESEARCH PROJECT OFFICE
309A FACULTY OFFICE
308 RPR
307B OFF. SUP.
ICS Concept Plan: Third Level
November 2012
Campus & Facilities Planning