

# GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

## AGENDA November 12, 2019

**Ida Li Preti, Chair**  
Trustee Ward 3

**Michael Del Grande**  
Ex-Officio

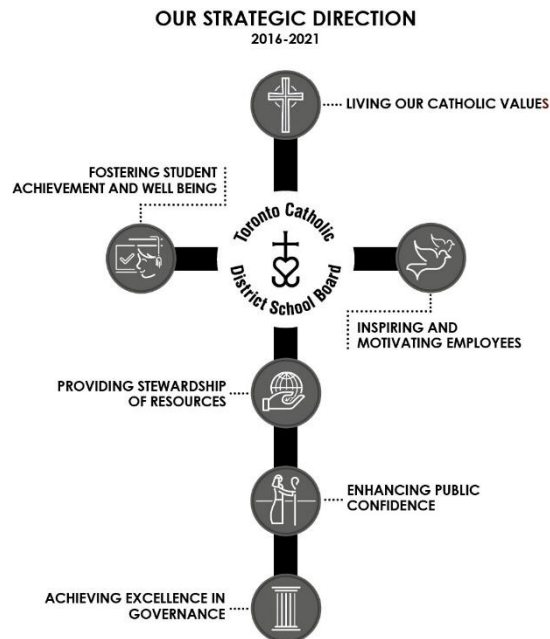
**Angela Kennedy, Vice-Chair**  
Trustee Ward 11

**Maria Rizzo**  
Ex-Officio

**Nancy Crawford**  
Trustee Ward 12

**Norman Di Pasquale**  
Trustee Ward 9

**Teresa Lubinski**  
Trustee Ward 4



### MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.  
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

### VISION

*At Toronto Catholic we transform the world through witness, faith, innovation and action.*

**Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293**  
**Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298**

**Rory McGuckin**  
Director of Education

**Maria Rizzo**  
Chair of the Board

## TERMS OF REFERENCE FOR GOVERNANCE AND POLICY COMMITTEE

The Governance Framework Committee is responsible for:

- A. Ensuring that governance structures, policies, protocols, processes and performance metrics:
  - a. advance the vision of the TCDSB, rooted in Catholic values and teachings.
  - b. support the achievement of our Multi-Year Plan.
  - c. conform to best practices.
  - d. provide strategic cohesion and consistency.
  - e. comply with the Education Act and other pertinent legislation.
  
- B. Providing a meta policy framework to ensure all policy formation, monitoring and evaluation follow a standard process that reflects exemplary practices in policy development.
  
- C. Carrying out a continuous review of the roster of existing policy to ensure conformity and advancement of (A) above.
  
- D. Identifying the supports (e.g. capacity training) needed to implement the governance framework.
  
- E. Ensuring ongoing governance reviews of the Board.
  
- F. Ensuring that the TCDSB by-laws and the Trustee Code of Conduct reflect the vision and mission of the Board and adhere to good governance practices, the Education Act and other pertinent legislation.

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# **AGENDA THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE**

## **PUBLIC SESSION**

**Ida Li Preti, Chair**

**Angela Kennedy, Vice Chair**

Tuesday, November 12, 2019

7:00 P.M.

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	Pages
1. Call to Order	
2. Opening Prayer	
3. Roll Call & Apologies	
4. Approval of the Agenda	
5. Declarations of Interest	
6. Approval & Signing of the Minutes of the Meeting held October 8, 2019 for Public Session.	1 - 16
7. Delegations	
7.a Emily Wright regarding Toronto Catholic District School Board's Service Animal Policy	17 - 18
8. Presentation	
9. Notices of Motion	
9.a From Trustee Del Grande regarding Review of Trustee Code of Conduct	19

<b>10.</b>	<b>Consent and Review</b>	
<b>11.</b>	<b>Unfinished Business</b>	
<b>12.</b>	<b>Matters referred or deferred</b>	
<b>13.</b>	<b>Staff Reports</b>	
13.a	Update to Board Vehicles Policy B.G.04	20 - 40
13.b	Update to Food & Beverage Policy S.M.08	41 - 50
13.c	Guide Dogs, Service Dog and Service Animals Policy S.12	51 - 96
13.d	Proposed Updates to the 2019-2020 Policy Priority Schedule	97 - 100
<b>14.</b>	<b>Listing of Communications</b>	
<b>15.</b>	<b>Inquiries and Miscellaneous</b>	
<b>16.</b>	<b>Updating of Pending List</b>	
16.a	Monthly Pending List	101 - 106
<b>17.</b>	<b>Adjournment</b>	

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# **MINUTES OF THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE PUBLIC SESSION**

**HELD TUESDAY, OCTOBER 8, 2019**

## **PRESENT:**

### **Trustees:**

I. Li Preti, Chair

A. Kennedy, Vice-Chair

N. Crawford

M. Del Grande

N. Di Pasquale

T. Lubinski - via Teleconference

M. Rizzo

### **Staff:**

R. McGuckin

C. Fernandes

M. Loberto

P. De Cock

C. Caldwell

S. Harris, Recording Secretary

S. Hinds-Barnett, Assistant Recording Secretary

## **4. Approval of the Agenda**

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 13a) Board Vehicles Policy B.G.04 be deferred to the November 12, 2019 Governance and Policy (GAP) Committee Meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that the Agenda, as amended, be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

**5. Declarations of Interest**

There were none.

**6. Approval & Signing of the Minutes**

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the Minutes of the Regular Meeting held September 10, 2019 for PUBLIC Session be approved with the following amendment:

Page 2 – Item 4 - insert the name of Item 13b) so that it reads *Update to Community Planning and Facility Partnerships Policy B.R.07*.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

**13. Staff Reports**

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that Item 13b) be adopted as follows:

- 13b) Update to Community Planning and Facility Partnerships Policy B.R.07** received.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that the Board approve the amendments to the Community Planning and Facility Partnerships Policy as outlined in Appendix ‘A’ of the report; and

That staff consider revising the policy to include language that requires fiscal neutrality to the Board in new facility partnerships.

Results of the Vote taken on the Amendment, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Li Preti  
Rizzo

Lubinski

The Amendment was declared

CARRIED

Results of the Vote taken on the Motion, as amended, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Li Preti  
Rizzo

Lubinski



The Motion, as amended, was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 13c) be adopted as follows:

**13c) Update to Food and Beverage Policy SM.08** received.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale that on Page 54:

Purpose: *Catholic Graduate Expectations* be replaced with *Ontario Catholic School Graduate Expectations*;

Alignment with MYSP: *Well-Being* be replaced with *Well Being*;

Alignment with MYSP: *Living our Values* be replaced with *Living Our Catholic Values*; and

*Financial Impact* and *Legal Impact* be deleted.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Crawford, that *should* be replaced with *shall*, Regulation 5, page 56.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Crawford, that Regulation 4h), page 56, be revised to read *to purchase fair trade products where possible, subject to contractual agreement*.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that new Regulations be added as follows:

That Toronto Catholic District School Board (TCDSB) secondary schools cafeteria service providers ensure that no meat is served on Fridays, subject to existing service provider contracts, and that upon the expiry of those

contracts, the TCDSB will include that requirement in future contracts with food and beverage service providers;

That all TCDSB schools request that service providers provide only fair trade coffee, and that upon the expiry of the existing service provider contracts, the TCDSB will include that requirement in future contracts with food and beverage service providers;

That staff review the rest of the Food and Beverage Sold in Schools Policy to ensure consistency with the abovementioned Regulations; and

That staff propose language to address the use of single use plastics.

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the policy be referred to staff to bring back a revised policy with the abovementioned amendments to the November 12, 2019 GAP meeting.

Results of the Vote taken regarding Referral, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Li Preti  
Lubinski  
Rizzo

The Motion to Refer was declared

**CARRIED**

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 13d) be adopted as follows:

- 13d) Student and Program Assessment Policy S.P.13 and Appendix A S.P.13 Operational Procedures** received and that the revised policy on Student and Program Assessment S.P.13 (Appendix A to the Report) and S.P.13 Operational Procedures (Appendix B to the Report) be adopted.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 13e) be adopted as follows:

- 13e) Update to Governance Policy T.20** received and that *Financial and Legal Impact*, page 85, be deleted.

MOVED by Trustee Lubinski, seconded by Trustee Crawford, that the policy be referred to the Catholic Education and Living Our Catholic Values Sub-Committee.

Results of the Vote taken regarding Referral , as follows:

**In Favour**

**Opposed**

Trustees Crawford	Di Pasquale
Del Grande	Li Preti
Lubinski	Rizzo

The Motion to Refer was declared

LOST ON A TIE

MOVED by Trustee Crawford, seconded by Trustee Rizzo that:

The spirit and importance of Catholic education be included and that *implement* be replaced with *ensure implementation*, Regulation 1, page 86;

*should* be replaced with *shall*, Regulation 2, page 85;

Regulation 5, page 85, be deleted;

*Multi-Year Plan* be replaced with *Multi-Year Strategic Plan* consistently throughout the policy;

Direct quotes be inserted for the citing of Section 218.1 (e) *The Education Act*, Regulation 9, page 87;

*after* be replaced with *after*, Regulation 9, page 87;

Regulation 10, page 87, be reworded to read *The Board of Trustees will engage with constituents when developing policy, as appropriate*;

Regulation 11(j) be deleted;

*board* be replaced with *Board* consistently throughout the policy;

*director* be replaced with *Director* consistently throughout the policy;  
*trustees* be replaced with *Trustees* consistently throughout the policy;  
Regulation 16d), page 90, be deleted;  
*the Ministry of the act of omission* be replaced with *Education*, Regulation 12g), page 90;  
Regulation 17, page 90, be revised to read: *The Governance and Policy Standing Committee or designated Standing Committee is responsible for:*  
and  
Staff improve the language for definition, Policy, page 91.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Rizzo, that staff add language for a new Regulation to the effect that *confidentiality is important for the proper working of the Board and if breached, the violation of the Code of Conduct policy would be enforced.*

Results of the Vote taken on the AMENDMENT, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Li Preti  
Lubinski  
Rizzo

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Rizzo, that:

*and the Board's Mission and Vision* be added to Regulation 12g), page 88;

Regulation 12h), page 88, be deleted;

Regulation 17a) v be renumbered to iv, page 90;

*made under the Education Act* be inserted after *guideline*, Regulation 13, page 89;

*All TCDSB's policies must be recommended by the GAP Committee to the Board* be included under Policy, pages 85-86.

Wording to the effect that *breaches are subject to the Code of Conduct* be included, Regulation 8, page 87; and

*procedure* be replaced with *By-law*, Regulation 12b), page 88.

Results of the Vote taken on the AMENDMENT as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Li Preti  
Lubinski  
Rizzo

The AMENDMENT was declared

CARRIED

Trustee Kennedy joined the meeting at 8:50 pm.

Results of the Vote taken on the Motion, as amended, as follows:

**In Favour**

Trustees Di Pasquale  
Li Preti  
Rizzo

**Opposed**

Crawford  
Del Grande  
Kennedy  
Lubinski

The Motion, as amended, was declared

LOST

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that Item 13f) be adopted as follows:

- 13f) Update to Effective Financial Management and Control of Operations Policy F.M.08** that the Board approve the revised Effective Financial Management and Control of Operations Policy F.M. 08 as written in Appendix A of the report and the corresponding revised Operating Procedures as written in Appendix B of the report, and that the existing date on page 103 be deleted and updated whenever the policy is approved.

Results of the Vote taken, as follows:

**In Favour**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy

**Opposed**

Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that Item 13g) be adopted as follows:

- 13g) Cursive Writing Policy and Kindergarten Pilot Project** that the Cursive Writing Policy be adopted immediately and that the cursive writing pilot project as outlined in the report be carried out in the 2019-2020 academic year at St. Antoine Daniel, Bishop Macdonell and Holy Child Catholic Schools and resources used be shared via the Early Years portal page.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED



MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 13h) be adopted as follows:

- 13h) Elementary French Programming Policy S.P.02** that the revised Policy on Elementary French Programming S.P.02 provided in Report Appendix A be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

**14, Listing of Communications**

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that Item 14a) be adopted as follows:

- 14a) From the Toronto Catholic Parent Involvement Committee regarding Catholic Parent Involvement Committee Policy P.04** received and referred to staff.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

**16. Updating of Pending List**

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that Items 16a) and 16b) be adopted as follows:

**16a) Monthly Pending List; and**

**16b) Annual Policy Priority Schedule** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti

Lubinski  
Rizzo

The Motion was declared

CARRIED

## **17. Adjournment**

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that the meeting be adjourned.

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

Trustees Crawford  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo

The Motion was declared

CARRIED

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SECRETARY

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CHAIR



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

## **DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES**

**PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use  
Only

Delegation No. \_\_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3)

Minutes

Name	Emily Wright
Committee	Governance and Policy
Date of Presentation	11/12/2019
Topic of Presentation	TCDSB Service Animal Policy
Topic or Issue	To make sure the new Service Animal Policy is equitable and creates no barriers for people with disabilities bringing their medically required service animals into TCDSB schools.
Details	As the first occasional teacher with the board who requires a service dog, an advocate for inclusion and equity, and a member of the consultation process for the Service Animal Policy, I would like to speak about the policy, the right for all our students to feel as if they belong in our school communities and the overall work that needs to be done to create safe and inclusive environments for students who do require service animals.
Action Requested	<p>- To create an inclusive and equitable service animal policy that aligns with Ontario Regulation 191/11 and the Ontario Human Rights Code.</p> <p>-To create a polciy that provides accurate information on the laws for service animals in the province of Ontario and follows such laws. Ex: Certification is NOT required of service animals in Ontario.</p> <p>-To create a list of approved reputable animal trainers who can test any animal not from an Assistance Dogs International program for the TCDSB to make sure the animal is safe, and possess' the skills and temperament required to work as a service animal in a fast-paced school environment.</p>

	-To create a list of speakers who can run workshops to educate staff, and who can run school assemblies to educate the student body on service animals, including how to behave around one.
I am here as a delegate to speak only on my own behalf	Yes
I am an official representative of the Catholic School Parent Committee(CSPC)	No
I am an official representative of student government	No
I am here as a spokesperson for another group or organization	No
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	11/3/2019



*Mike Del Grande  
Trustee Ward 7*

*E-mail: Mike.DelGrande@tcdsb.org*

*Voicemail: 416-512-3407*

**To:** Governance and Policy Committee Meeting , November 12, 2019

**From:** Mike Del Grande, Trustee Ward 7

**Subject: Notice of Motion – Review of Trustee Code of Conduct**

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**MOVED BY:** Mike Del Grande, Toronto Catholic District School Board

**WHEREAS:** There are current TCDSB policies on Trustee Code of Conduct (Policy T.04) and Delegations that must be followed;

**WHEREAS:** There is no current protocol to handle delegates who violate the delegation policy.

**BE IT RESOLVED THAT:** A review of the policies and their implementation should be conducted at the Governance and Policy meeting.

**Mike Del Grande  
Trustee, Ward 7**



## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEE

## UPDATE TO BOARD VEHICLES POLICY B.G.04

*“and they put him in custody, until the decision of the Lord should be made clear to them.” – Leviticus 24:12*

Created, Draft	First Tabling	Review
September 30, 2019	October 9, 2019	<a href="#">Click here to enter a date.</a>
M. Farrell, Superintendent Environmental Support Services (Acting) P. De Cock, Comptroller of Business Services & Finance		
<b>RECOMMENDATION REPORT</b>		

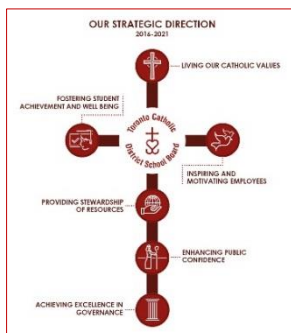
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Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer



## **A. EXECUTIVE SUMMARY**

This report recommends adoption of the updated Policy B.G.04 Board Vehicles to conform to current practice and policies.

*The cumulative staff time required to prepare this report was 7 hours.*

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revisions.

## **C. BACKGROUND**

1. The policy on board vehicles was first approved in 1970 and has not been amended since August 27, 2015.
2. The policy reflects current practice and alignment with related policies.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

This policy has been amended in consultation with staff from the Environmental Support Services Department, Risk Management, Transportation and Legal Services.

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report will be monitored by policy development staff and the Environmental Support Services Department.
2. Further reports will be brought to Board in accordance with the policy review schedule.

## **F. IMPLEMENTATION**

The updated policy as approved will be posted on the TCDSB policy register.

## **G. STAFF RECOMMENDATION**

That the revised Policy Board Vehicles B.G.04 provided in Report Appendix A, and the accompanying Operation Procedures provided in Report Appendix B, be adopted.



**POLICY SECTION:** Buildings/Plants/Grounds

**SUB-SECTION:** School Grounds

**POLICY NAME:** Board Vehicles

**POLICY NO:** B.G. 04

**Date Approved:**  
August 27, 2015  
1970

**Date of Next Review:**  
May 2019

**Dates of Amendments:**  
B. G. 04: 1970; 1986; 2015;  
**2019**  
S. 14: 1968; 1988; 2015;  
**2019**

#### Cross References:

- ~~(Consolidated) S. 14 Vehicles – Secondary Schools (Consolidated) B. G. 04 Motor Vehicles on School Property Administrative Procedure: Board Vehicles~~
- Hand-Held (Mobile) Wireless Communication Device – A.31
- Ontario **Highway Traffic Act, including** Regulation 3266/09 Display Screens and Handheld Devices ~~Highway Traffic Act S.78.1~~
- ~~[http://www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90h08\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h08_e.htm)~~ Smoke Free Ontario Act
- City of Toronto **Idling Control By-law**  
~~[http://www.toronto.ca/health/idling/idling\\_bylaw.htm](http://www.toronto.ca/health/idling/idling_bylaw.htm)~~
- OSBIE Risk Management Advisory for Automobile Insurance Accident Reporting Procedure
- **School Excursions Policy S.E.0.1 and the School Excursion Handbook**
- Canadian Standards Association (CSA) Standard Z96-09**15** "High-Visibility Safety Apparel"
- **Logo Use – T.16**  
~~[http://www.ccohs.ca/oshanswers/prevention/ppe/high\\_visibility.html](http://www.ccohs.ca/oshanswers/prevention/ppe/high_visibility.html)~~

#### Appendix

- Appendix A: B.G. 04 Operational Procedures



<b>POLICY SECTION:</b>	<b>Buildings/Plants/Grounds</b>
<b>SUB-SECTION:</b>	<b>School Grounds</b>
<b>POLICY NAME:</b>	<b>Board Vehicles</b>
<b>POLICY NO:</b>	<b>B.G. 04</b>

### **Purpose:**

This Policy recognizes that the Toronto Catholic District School Board is committed to safety and responsibility. This policy requires all employees who operate Board vehicles do so in a lawful and safe manner. The Board also requires that all **Board** vehicles ~~assets of the Board~~ are managed responsibly throughout the vehicle's life cycle, and that vehicles are used solely for the purposes of conducting the business of the Board.

### **Scope and Responsibility:**

This policy applies to all staff of the Toronto Catholic District School Board who are assigned a vehicle and/or who are required to operate a vehicle **that is owned or rented or leased by the TCDSB** in conducting his/her job, or for the purpose of transporting groups of students, staff, other employees or visitors. The Director of Education, supported by the Superintendent of Facilities **Environmental Support Services**, is responsible for this policy. **Where Board staff drive students / other staff / volunteers in non-Board owned, leased or rented vehicles, they are required to have insurance and abide by all applicable laws and Board policies.**

### **Alignment with MYSP:**

~~Providing Stewardship of Resources~~



**POLICY SECTION:** Buildings/Plants/Grounds

**SUB-SECTION:** School Grounds

**POLICY NAME:** Board Vehicles

**POLICY NO:** B.G. 04

Strengthening **Enhancing** Public Confidence

Achieving Excellence in Governance

Inspiring and Motivating Employees

**Financial Impact:**

~~Vehicles represent a significant financial cost to the board, both in terms of initial investment and in relation to maintenance. Adherence to the policy and procedures outlined herein will ensure that TCDSB realizes effective stewardship of their resources. That is, lifespan of vehicles will be maximized and the risk of potential liability will be minimized.~~

**Legal Impact:**

~~Safe and responsible operation of TCDSB owned vehicles will ensure a minimized legal risk. Strict adherence to the regulations herein will ensure TCDSB operates all vehicles responsibly. Further, the Highway Traffic Act S.78.1 and Board Policy A.31 Hand Held (Mobile) Wireless Communication Device also require the TCDSB to ensure its assets are maintained and operated in a safe and lawful manner.~~

**Policy:**



**POLICY SECTION: Buildings/Plants/Grounds**

**SUB-SECTION: School Grounds**

**POLICY NAME: Board Vehicles**

**POLICY NO: B.G. 04**

The TCDSB is committed to the safe and lawful operation of its vehicles ~~assets~~, ensuring that all **motor vehicle** standards, **laws and regulations** are ~~upheld~~ **followed** and ~~maintained~~.

#### **Regulations:**

1. Employees are expected to take all steps necessary to avoid endangering themselves and others while operating Board vehicles.
2. Employees **must have all required licences and the licences must be in good standing** ~~are expected to take all necessary steps to ensure all required licences are maintained in good standing.~~
3. Proof of insurance in the form of a liability certificate must be carried in each Board vehicle. If waiting for a liability certificate for a newly acquired vehicle, a facsimile (FAX) or scanned copy of the liability certificate is acceptable.
4. Employees, trustees, **and** volunteers, ~~parents, students and other individuals are protected~~ **covered** while operating a **rental** vehicle **in the name of the Board and approved by authorized TCDSB staff** ~~and not owned by them~~ if on **B**oard business. Driving to and from work is not considered ~~to~~ **B**oard business.



**POLICY SECTION: Buildings/Plants/Grounds**

**SUB-SECTION: School Grounds**

**POLICY NAME: Board Vehicles**

**POLICY NO: B.G. 04**

5. Any staff member who is in violation of Board **Policy and Procedures** ~~safety expectations~~ may be subject to disciplinary action by the Board up to and including termination.
6. Recording of Maintenance, Warehouse, Portable Crew and Courier vehicles' assets information, insurance, safety recalls will be the responsibility of Facilities **Environmental Support** Services Department. ~~Recording of other Board vehicle assets will be the responsibility of the Transportation Department.~~
7. Any school **or person acting on behalf of the Board** ~~which who~~ engages in vehicle rental must ensure that the vehicle has been rented in the name of the TCDSB **and is approved by the Risk Management Department, Environmental Support Services Department or delegate** ~~their superordinate~~, in order to ensure appropriate liability insurance.
8. a) Vehicles that are rented as temporary substitute vehicles to replace ~~b~~Board owned vehicles damaged in an accident ~~would~~ **are** ~~be~~ covered by the ~~b~~Board's fleet automobile insurance policy.
  - b) Vehicles rented for specified projects, for 30 days or more, need to



**POLICY SECTION:** Buildings/Plants/Grounds

**SUB-SECTION:** School Grounds

**POLICY NAME:** Board Vehicles

**POLICY NO:** B.G. 04

**be** ordered through the TCDSB's **Materials Management Department** central office in order for the vehicles to be considered for and obtain coverage through the Board's **insurance** provider, (OSBIE).

**8.9.** All TCDSB schools shall adhere to the License Requirements for Vehicles owned and operated as TCDSB vehicles. Vehicles are divided into three categories based on seating capacity, (*see Operational Procedures, section 4 b*).

9. ~~10.~~ Before TCDSB schools proceed with accepting donated or borrowed vehicles, the school principal ~~should~~ **must** notify the TCDSB's **Environmental Support Services Department**, Transportation Department **and the Risk Management Department** to ensure that proper insurance coverage is ~~being~~ provided.

**10. 11.** Maintenance, licensing and registration, plating and vehicle logs will be the responsibility of each department and school that are assigned a Board vehicle. Departments will be responsible for gas, mileage and





**POLICY SECTION:** Buildings/Plants/Grounds

**SUB-SECTION:** School Grounds

**POLICY NAME:** Board Vehicles

**POLICY NO:** B.G. 04

any costs incurred on tolled highways, and will also be responsible to ensure that vehicles have yearly safety inspections.

**11. 12-Board vehicles must adhere to the TCDSB Corporate Logo Use Guidelines for standard fleet colour and design.** The Board logo will be clearly placed on all Board-owned vehicles on each side of the vehicle, ~~on the door doors panels.~~ All vehicles will be clearly numbered and identified by function or location and model year. Exceptions for special circumstances such as vehicle wrapping may be approved by the Superintendent of Facilities **Environmental Support Services and the Chief of Communications and Government Relations.** ~~Individual Departments will be responsible in ensuring vehicle standards will be upheld and maintained.~~

**12. All laws, regulations and Board policies must be followed when using a Board owned, leased or rented vehicle.**

**13. The Operational Procedures, appended hereto as Appendix A and as may be amended from time to time, must be followed.**

**14. Where this Policy or the Operational Procedures refer to**



**POLICY SECTION:** Buildings/Plants/Grounds

**SUB-SECTION:** School Grounds

**POLICY NAME:** Board Vehicles

**POLICY NO:** B.G. 04

coverage, coverage will be provided in accordance with the terms of the applicable insurance policy(ies).

### **Definitions:**

#### **Board vehicle:**

Board vehicle refers to any motorized vehicle such as car, truck or van that is owned, rented or leased by the Board expressly for the purpose of carrying out Board business.

#### **Maintenance**

All work required by vehicle manufacturer to keep the vehicle in proper working order, up to and including gas, oil changes, tire pressure, vehicle fluid levels and changes, safety checks and rust proofing as required.

### **Evaluation and Metrics:**

The effectiveness of the policy will be determined by measuring the following:

1. Implementation of the Board Vehicle Policy is the responsibility of the Superintendent of Facilities **Environmental Support Services.**
2. In the case of a school which maintains a Board vehicle, it is the joint responsibility of the principal, the school superintendent and the



**POLICY SECTION: Buildings/Plants/Grounds**

**SUB-SECTION: School Grounds**

**POLICY NAME: Board Vehicles**

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Superintendent of Facilities **Environmental Support Services** to ensure the Board Vehicle Policy is implemented.

## **Operational Procedures**

### **TCDSB Board Vehicles**

#### **1. PURPOSE:**

The purpose of this procedure is to set forth the requirements applicable to all Board organizations and Board employees who are assigned Board vehicles for conducting Board business. This procedure is intended to safeguard people, protect Board vehicles assets, increase efficiencies and the safety of their operation, and reduce the frequency and severity of accidents, both on and off TCDSB locations, involving Board vehicles operated for Board business.

Driving a Board vehicle is a privilege and the Board reserves the right to deny or revoke the driving privileges of any employee in the event that the employee does not meet the requirements of this procedure.

#### **2. JOB FUNCTIONS / SCHOOL PROGRAMS WHICH REQUIRE A BOARD-OWNED VEHICLE:**

##### **A Board-owned vehicle may be assigned:**

- a) To staff whose job function requires a specific type of vehicle, not normally owned by an employee, to deliver services.
- b) To certain supervisory staff who are on-call after hours, i.e., required to respond to emergencies and therefore need to have a vehicle available at all times.
- c) Staff to whom the Board grants the privilege of operating a Board vehicle to conduct Board business.

#### **3. BOARD VEHICLE AND DRIVER LICENSE RECORDS:**

Each department will have the responsibility for maintaining a database of authorized drivers for their vehicles, including copies of their licenses as well as vehicle registration information. The types of license required are governed by the Ministry of Transportation. Maintenance vehicles require a type 'G' license and warehouse vehicles require a type 'DZ' license.

- a) Each department must validate the information in their database once a year, at the start of the school year and whenever there is a change in authorized drives or vehicles.
- b) Each department shall provide the Facilities Services Department with current and updated vehicle and driver license information **as often as this information is updated but no less than once a year.**
- c) Facilities Services Department shall on an annual basis, provide a copy of the current database to the Board's insurance representative in Business Services.

#### 4. **LICENSING AND VEHICLE REQUIREMENTS FOR PASSENGER VEHICLES:**

***5 Passenger seats plus the driver:*** If the vehicle is owned, leased or rented in the name of the Board, must carry a valid "G" class license and vehicle must have safety inspection stickers and carry a logbook.

***5 to 9 passenger seats plus the driver:*** If the vehicle is owned, leased or rented in the name of the Board, must carry a valid "G" class license and vehicle must have safety inspection stickers and carry a logbook. As far as the Ministry of Transportation is concerned, any form of remuneration (i.e., mileage, gas allowance, flat fee, etc.) paid by the Board to anyone to transport students enters into a contract with the Board. Therefore, any vehicle in this category owned, leased or rented by a volunteer, teacher, employee, parent, student, etc. used to transport students in return for some form of remuneration is deemed to be under contract with the Board.

***10 to 24 passenger seats plus the driver:*** If the vehicle is owned, leased or rented in the name of the Board, the driver must carry a class "E" license and the vehicle must meet all "school purposes bus" regulations under the Highway Traffic Act. If the vehicle is owned, leased, or rented by a volunteer, teacher, parent, student, employee, etc. and no payment is made by the Board for the occasional transportation of students, then the driver must carry a class "F" license if the vehicle will seat more than 11 passengers and the vehicle need not meet the "school purposes bus" regulations under the Highway Traffic Act.

Regulations under the Highway Traffic Act are very stringent and violation of these regulations could result in a fine, license suspension or such other penalty as permitted by the Highway Traffic Act.

**a) Maintenance:**

Each department that has a Board vehicle in its control is responsible for ensuring that such vehicle(s) is/are properly inspected and maintained. The departments with owned vehicles are responsible for all costs of operation including annual vehicle safety inspections, maintenance, repairs, and gas. Repairs and maintenance should only be performed by trained auto professionals.

- i. Vehicles shall be maintained to ensure the safe operation and longevity of the vehicle. Any required repairs are to be reported by the employee assigned to that vehicle, to the employee's supervisor.
- ii. All vehicle repairs shall be approved by the supervisor/manager.
- iii. Each vehicle shall have an annual safety check.
- iv. All vehicles shall be rust-proofed by-annually.
- v. Maintenance logs shall be maintained for each department Board vehicle.

**b) Safety:**

- i. Vehicles shall be operated within the legal speed limits at all times, or at a lower speed as dictated by poor road conditions.
- ii. Vehicles shall be operated at all times in a proper and safe manner following all provincial and municipal laws. If improper operation of a vehicle results in a traffic infraction, payment of a fine or legal representation is the responsibility of the employee. Vehicle

infractions may involve further disciplinary action depending on the severity of the event.

- iii. The use of either Board-owned or personal electronic devices will not be permitted while the vehicle is in use consistent with the ~~Distracted Driving Laws (HWT S.78-1)~~ and as set out in Hand-Held (Mobile) Wireless Communications Device – A.31.
- iv. At the beginning of each work day, prior to the use of the vehicle, the employee assigned to a vehicle will perform a circle safety check and complete an entry in the vehicle log. The log shall be kept in the vehicle at all times.
- v. All staff who operate a Board vehicle must maintain the appropriate class of driver's license. At any time, the employer may require a Statement of Driving Record from employees assigned to vehicles. Past traffic infractions must be disclosed and subsequent traffic infractions or parking tickets must be immediately reported to the employee's supervisor.
- vi. Board vehicles shall be equipped with a global positioning system (GPS) device to ensure the security and safety of both the operator and the vehicle.
- vii. Individuals not employed by the Board are not permitted to drive Board vehicles, unless for the purposes of servicing the vehicles.

**c) Vehicle Operation:**

**The following applies to all drivers of a Board vehicle:**

- i. Board vehicles shall be used only for authorized Board business. At no time shall the vehicle be used for an employee's personal use. Should a personal emergency occur, which may require the personal use of the vehicle, the employee's supervisor, or on-call supervisor shall be notified first to obtain approval. Failure to abide by this restriction constitutes improper use of Board assets and may result in disciplinary action up to and including termination of employment.
- ii. Vehicles shall not be left idling for more than 1 minute in a 60

minute period – City of Toronto idling By-Law.

- iii. Vehicles shall be driven in a direct route between assigned workplace sites. Vehicles shall never be used to go to unassigned locations, with the exception of Maintenance staff that are permitted to use the Board Vehicle during the 1-hour unpaid lunch period.
- iv. Board vehicles shall not congregate at off-Board sites.
- v. All vehicle occupants are required to wear seat belts while the vehicle is in motion. The vehicle must not be operated unless all passengers are properly belted.
- vi. At no time shall the number of occupants exceed the maximum capacity of the vehicle.
- vii. The speed limit and all provincial and federal traffic laws shall be obeyed at all times.
- viii. Drivers shall refrain from alcohol consumption while on duty or to/from home. It is strongly advised that drivers refrain from alcohol consumption for at least 24 hours before driving. Driver shall take prescription and over-the-counter medication only as prescribed or recommended, and shall heed all warnings with respect to driving or operation of machinery.

**ix. Drivers shall not drive impaired.**

- x. The use of **any impairing substance, including but not limited to cannabis,** illicit or prescription drugs by a driver (or **by** any other vehicle occupant that impairs **a the driver's** ability) shall be strictly prohibited at all times. **If a medical accommodation is potentially required, the request for accommodation must be made prior to assuming driving duties and written approval to drive must be given by the Sick Leave and Disability Department before driving.**
- xi. Cell phone use by the driver while the vehicle is in motion is not allowed. When appropriate, drivers must pull the vehicle over (only if exiting lane or re-entry into traffic can be done safely) if it is necessary to answer or place a cell phone call, as per the



Policy A.31 “Hand-Held (Mobile) Wireless Communication Device.”

- xii. Drivers shall at all times be well-rested and focused on driving duties. No loud music or other driver distractions will be permitted in the vehicle cab.
- xiii. Only Board-affiliated passengers will be permitted to be transported in any Board vehicle.
- xiv. Drivers will always turn the vehicle off, remove the keys, and lock the vehicle when it is unattended.
- xv. Drivers shall at all times during operation of a Board vehicle have a valid driver’s license on their person and shall ensure that the vehicle’s registration documents and insurance card are in the glove compartment.
- xvi. Smoking is not permitted in any Board vehicle.

**d) GPS System:**

- i. All Facility Services vehicles will be equipped with a GPS device to ensure the safety and security of Board employees and vehicles.
- ii. Information gathered by the system including vehicle travel, stop, idling, speed and location will be stored in a database while the Board owns the vehicle.
- iii. Weekly reports will be printed and reviewed by the vehicle operations supervisor to ensure the vehicle has been operated in a safe and environmentally responsible manner.
- iv. Online access to the data shall be restricted to the Facility Services Managers.
- v. The GPS system shall be used to provide information in support of the following situations:
  - a. Determination/investigation of missing/stolen vehicle
  - b. Public concern of vehicle activity

- c. Excessive speed occurrence
- d. Location of vehicle for emergency response
- e. Data to improve efficiency
- f. Safety/Vehicle Operation
- g. Excessive idling

## **5. ACCIDENTS, BREAKDOWNS AND/OR TRAFFIC VIOLATIONS:**

**In the event of an accident while driving a Board vehicle, drivers should follow these instructions:**

- a) Take whatever steps are immediately necessary to render emergency medical care, salvage property, or reduce the further extent of the loss. If possible, do not disturb the evidence or hazard which caused the claim until the conditions are recorded.
- b) Report the accident to your supervisor as soon as you can get to a phone. If it is after normal business hours contact the –on-call supervisor. If you are at-fault, you are also responsible for obtaining a copy of the police report. When you receive the report provide the original to you supervisor.
- c) Report the accident at once to the local police department or highway patrol. Get the police report number, the police officer's name, badge number, and department. If the information provided at the scene does not have a telephone number, get a number where the police department can be called.
- d) Specify as many facts (not opinions) as you can that will help determine who was at fault. Note any objects that may have impaired your vision. Do not leave the scene without writing down the name, address, phone number and insurance company of all other drivers involved.
- e) Get written driver and witness statements where possible. If you have a

camera or a camera cell phone with you, take some pictures. The police may not take pictures and it will be beneficial to all parties involved if the accident scene and damages are documented.

- f) It is the responsibility of the applicable department to get the Board vehicle to a repair shop, if the vehicle needs to be towed contact the Board Vehicle Towing Vendor; if a repair shop has been designated by our claims administrator then the applicable department shall take the Board vehicle to such designated repair shop.

The Board is not responsible for personal cost or inconvenience that may occur because of an accident.

## **6. TRAFFIC VIOLATIONS:**

Drivers shall personally assume responsibility for any and all fines, penalties, or traffic violations associated with use of any Board vehicle or issued while the driver is conducting Board business. The Board will not defend any driver who has operated such a vehicle in violation of traffic laws. Any traffic violation incurred while driving a Board vehicle must be reported to Facilities Service.

## **7. ENFORCEMENT OF PROCEDURE:**

Failure to meet the conditions of this procedure may result in revocation of driving privileges, reassignment to a non-driving position, as well as disciplinary action up to and including termination of employment.

## **8. VEHICLE TYPE AND STANDARDS:**

Vehicle Standards:

- a) The Board fleet colour is burgundy/maroon and/or White with burgundy/maroon (depending on the age of the vehicle).
- b) The Board logo will be clearly placed on all Board-owned vehicles, on each side of the vehicle on the door panels of school board vehicles
- c) All vehicles will be clearly numbered and identified by function or location and model year.
- d) Exceptions for special circumstances such as vehicle wrapping may be

approved by the Superintendent of Facilities Services.

**CROSS – REFERENCES:**

Hand-Held (Mobile) Wireless Communication Device – A.31  
<http://www.tcdsb.org/board/policies/pages/A31.aspx>

Highway Traffic Act S.78.1 [http://www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90ho8\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90ho8_e.htm)

City of Toronto Idle Bylaw  
[http://www.toronto.ca/health/idling\\_bylaw.htm](http://www.toronto.ca/health/idling_bylaw.htm)

OSBIE Risk Management Advisory for Motor Vehicles  
<http://osbie.on.ca/risk-management/advisories/automobile.aspx#advisories>



## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEE

## UPDATE TO FOOD &amp; BEVERAGE POLICY S.M.08

*“He has made us competent as ministers of a new covenant – not of the letter but of the Spirit; for the letter kills, but the Spirit gives life.” 2 Corinthians 3:6*

Created, Draft	First Tabling	Review
September 30, 2019	October 8, 2019	Click here to enter a date.

J. Charles, Manager Purchasing, Materials Management  
D. Reid, Sr. Coordinator, Material Management  
P. De Cock, Comptroller of Business Services & Finance

## RECOMMENDATION REPORT

**Vision:**

*At Toronto Catholic we transform the world through witness, faith, innovation and action.*

**Mission:**

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report reviews and proposes revisions to the Food and Beverage for Sale in Schools Policy S.M.08 in order to better align with Ministry of Education policies, and as required by the Policy Review Calendar.

This report recommends the Governance and Policy Committee recommend to the Board of Trustees approval of the revised Food and Beverage for Sale in Schools Policy S.M.08.

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revisions.

## **C. BACKGROUND**

1. The Food and Beverage Sold in Schools Policy S.M.08 approved in January 2015 requires a review as per the Annual Policy Review calendar.
2. Changes to this policy reflect current practice and alignment with related Ministry of Education policies, i.e. Program Policy 150.
3. This report contains amendments to the Food and Beverage Sold in Schools Policy arising from consultation with staff from Facilities, Communications, Field Superintendents, Materials Management and Legal Services.
4. In addition, this report derives feedback from the Report to Student Achievement Committee meeting on October 2<sup>nd</sup> 2019 titled “Voices that Challenge 2019 CSLIT”. The report identifies a pillar of priority regarding the need for environmental stewardship, in which “God has called upon us to take care of His creation, to love and nurture planet earth for future generations to enjoy.” The Catholic Student Leadership Impact Team (CSLIT) believes that we can further reduce our carbon footprint by implementing *Meat-Free Fridays* and reducing our overall use of plastic.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. The changes made to the policy reflect changes and updates from the Ministry of Education.

2. The additional regulations 6-8 respond to approved motions at the Governance and Policy Committee meeting on October 8<sup>th</sup> 2019. The motions requested new regulations to address the issues of fair trade coffee, meatless Fridays and minimizing the use of single use plastics.
3. The Environment Committee reviewed the proposed regulations regarding fair trade coffee, meatless Fridays and minimizing the use of single use of plastics, and identified the following issues:
  - a) Legal risks with bring-your-own-cutlery/containers for vendors serving food on bring-your-own containers;
  - b) Students from high socioeconomic needs communities may not be able to afford reusable cutlery/containers;
  - c) School cafeterias may not possess adequate equipment to wash the high volume of cutlery/containers; and
  - d) Vendors contracted for School Events and/or Community Use of Schools activities will be impacted operationally and cost-wise.

## **E. IMPLEMENTATION**

The updated policy as approved will be posted on the TCDSB policy register.

## **F. STAFF RECOMMENDATION**

That the Governance and Policy Committee recommend to the Board of Trustees approval of the proposed revisions to the Food and Beverage for Sale in Schools Policy S.M.08 provided in Report Appendix A.



POLICY SECTION: **Students**  
 SUB-SECTION: **Miscellaneous**  
 POLICY NAME: **Food and Beverage Sold in Schools**  
 POLICY NO: **S.M. 08**

<b>Date Approved:</b>  January 29 <sup>th</sup> , 2015	<b>Date of Next Review:</b>	<b>Dates of Amendments:</b> December 1987; September 1981; May 1967; March 1966; <b>January 2015</b>
<p><b>Cross References</b></p> <p>Policy Program Memorandum 150: School Food and Beverage Policy          Ministry of Education Nutritional Standards for Ontario Schools          Ministry of Education School Food and Beverage Policy Resource Guide          Education Act Part XIII.1 Nutritional Standards          Ontario Regulation 200/08 “Trans Fat Standards”          Online learning Modules at <a href="http://healthy.apandrose.com/">http://healthy.apandrose.com/</a>          Ministry of Education Quick Reference Guide <a href="http://www.ontario.ca/healthyschools">www.ontario.ca/healthyschools</a>          EatRight Ontario (ERO) <a href="http://www.ontario.ca/eatright">www.ontario.ca/eatright</a>  <a href="http://www.UnlockFood.ca">www.UnlockFood.ca</a>  <b>Ministry of Education Online learning Modules at <a href="http://hs.curriculum.org/sb/">http://hs.curriculum.org/sb/</a></b>          Institute for Catholic Education Resource Curriculum Links Between the Ontario Curriculum, Grades 1-8 Health and Physical Education and Fully Alive Program, Ontario          S. M. 04 Fund Raising in Schools  <del>S. M. 15 Anaphylaxis</del> <b>S.M. 17 Prevalent Medical Conditions</b>          Sabrina’s Law, An Act to Protect Anaphylactic Pupils, 2005  <b>PPM 161- Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools.</b></p>		
<p><del>Appendix A—PPM 150 and Ministry of Education Nutritional Standards for Ontario Schools</del></p>		





**POLICY SECTION:** Students  
**SUB-SECTION:** Miscellaneous  
**POLICY NAME:** Food and Beverage Sold in Schools  
**POLICY NO:** S.M. 08

### **Purpose**

The health and well-being of all students of the TCDSB is foundational to all children realizing their full potential, consistent with our Catholic Graduate Expectations and it is a key priority for all schools of the board. Consistent with our Catholic Social Teachings and the papal encyclical *Centesimus Annus* (1996), this policy has a foundation in the tenet that, “*Our environmental ‘common goods’ are not only available for careful use and enjoyment today, but are held in trust for the use and enjoyment of future generations.*” Educating students on healthy active living practices and social responsibility in our eating habits is critical. Schools can teach students by modelling good choices and responsible practices. This policy identifies the nutritional standards for food and beverages sold in all schools of the TCDSB, in alignment with Ministry Policy Program Memorandum 150.

### **Scope and Responsibility:**

This policy applies to all schools of the TCDSB. The Director of Education is responsible for this policy.

### **Alignment with MYSP:**

**Fostering** Student Achievement and Well-Being  
Living Our **Catholic** Values

### **Financial Impact**

~~There is no notable financial impact (positive or negative) to ensuring schools are selling and promoting nutritionally sound food choices.~~

### **Legal Impact**

~~There is no notable legal impact (positive or negative) to ensuring schools are selling and promoting nutritionally sound food choices.~~



**POLICY SECTION:** Students  
**SUB-SECTION:** Miscellaneous  
**POLICY NAME:** Food and Beverage Sold in Schools  
**POLICY NO:** S.M. 08

### **Policy**

Food and beverages are permitted to be sold to pupils in Toronto Catholic District School Board schools and should promote and sustain a healthy school environment in which students have the ability to achieve to their full potential. The nutritional value of such sustenance must be consistent with the development of sound health habits and align with all relevant Ministry of Education directives.

### **Regulations**

1. All food and beverages sold in all venues (for example, cafeterias, vending machines, tuck shops), through all programs and at all events are subject to the scope of this policy.
2. The TCDSB Physical Education and Health Department will support the inservicing and distribution of educational materials for both staff and students to support implementation of this policy.
3. a) All food and beverages sold on school premises for school purposes must comply with the Ontario Nutritional Standards found in the appendix to Program Policy Memorandum 150.  
  
b) The standards do not apply to food and beverages that are:
  - i) offered in schools at no cost
  - ii) brought from home or purchased off school premises and not for resale in schools
  - iii) available for purchase during field trips off school premises sold in schools for non-school purposes (e.g., sold by an outside organization that is under a permit).
  - iv) sold for fundraising activities that occur off school premises
  - v) sold in staff rooms to staff



POLICY SECTION: **Students**  
SUB-SECTION: **Miscellaneous**  
POLICY NAME: **Food and Beverage Sold in Schools**  
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4. Schools of the TCDSB are encouraged to:
  - a) choose Ontario food and beverages first (e.g., offer Ontario grown and/or produced food and beverages when available and practical),
  - b) be environmentally aware (e.g., reduce food waste, reuse containers, recycle food scraps),
  - c) avoid offering food and beverages as a reward or incentive for good behavior, achievement or participation,
  - d) ensure that drinking water is freely available and accessible throughout the school day, and
  - e) ensure that all foods sold in a TCDSB school ~~is~~ **are** reasonably priced.
  - f) choose products from industries which do not mis-treat animals and respect the bounty of God's creation.
  - g) to limit the selling of ~~G~~ **genetically M** ~~m~~ **modified F** ~~f~~ **foods**, where possible.
  - h) to purchase fair trade products where possible. ~~e.g., St Basil's coffee for "special events"~~
5. **That** schools should not distribute or sell bottled water in alignment with our Bottle Water Free zone vision for the Board.
6. **All TCDSB schools will request that service providers provide only fair trade coffee. Upon the expiry of the existing service provider contracts, the TCDSB will include this requirement in future contracts with food and beverage service providers.**
7. **All TCDSB schools will request that service providers provide only meatless food on Fridays. Upon the expiry of the existing service provider contracts, the TCDSB will include this requirement in future contracts with food and beverage service providers.**



POLICY SECTION: **Students**

SUB-SECTION: **Miscellaneous**

POLICY NAME: **Food and Beverage Sold in Schools**

POLICY NO: **S.M. 08**

8. **All TCDSB vendors selling food and beverages in schools will minimize the use of single use plastic items to the greatest extent possible, i.e. straws, cutlery, etc.**
6. **9.** a) Schools shall sell ~~the most (equal to or greater than 80%)~~ **80% or more** of products found within the Nutrition Standards for Ontario Schools, that fall within **the “Sell Most”** that category (per PPM 150, Appendix A)
  - b) Schools shall sell ~~less (equal to or less than 20%)~~ **20% or less** of products found within the Nutritional Standards for Ontario Schools, that fall within **the “Sell Less”** that category (per PPM 150, Appendix A)
  - c) Schools Products not permitted for sale are also found within the Nutritional Standards for Ontario Schools appendices, and are those foods and beverages that generally contain few or no essential nutrients and/or contain high amounts of fat, sugar and/or sodium.
  - d) When assessing the food and beverage choices offered for sale, all food choices are assessed together, all beverage choices are assessed together and food choices are assessed separately from beverage choices.
  - e) There are separate standards for elementary and secondary schools as to limits on serving sizes and limitations on particular items (e.g., coffee, tea, sports drinks).
7. **10.** The school principal may designate up to 10 days (or fewer) as “special event days”. On such days, the school would be exempt from the nutritional standards. School principals must consult with the school council, and are encouraged to consult with students, prior to designating special-event days.



**POLICY SECTION: Students**

**SUB-SECTION: Miscellaneous**

**POLICY NAME: Food and Beverage Sold in Schools**

**POLICY NO: S.M. 08**

- 8- **11.** TCDSB Policy S. M 15 Anaphylaxis must be enforced in the application of this policy.
- 9- **12.** Schools are highly encouraged to implement ~~Ss~~ student nutrition ~~Pp~~ programs (healthy breakfast / snack programs) to ensure all students are ready to learn.
- 10- **13.** School staff will also work with parents and guardians, encouraging and educating them regarding healthy, nutritious eating. Schools can assist through school communication tools and through modelling.
- 11- **14.** All elementary students will receive nutrition education within the Physical Education Curriculum (Grades 1-8), Healthy Living Strand.
- 12- **15.** All secondary school students will receive nutrition education within Physical Health Education courses, and other relevant areas of the curriculum, as they develop decision making skills, in keeping with the Catholic Graduate Expectations.
- 13- **16.** Every effort will be made to promote strategies to involve students, families, parish and the community in healthy eating education, and in endorsing and sustaining a healthy school nutrition and well-being environment, consistent with TCDSB strategic priorities.

## **Definitions**

### **Healthy Eating**



**POLICY SECTION: Students**  
**SUB-SECTION: Miscellaneous**  
**POLICY NAME: Food and Beverage Sold in Schools**  
**POLICY NO: S.M. 08**

Eating adequate portions to provide the body with all the nutrients required. Students' physical, mental and social well-being will be strengthened through regular implementation of healthy eating habits.

### **Nutritional Standards for Food**

All food sold in schools must meet the standards set out in Ontario Regulation 200/08, "Trans Fat Standards", made under the Education Act. PPM 150 also provides Nutrition Standards criteria for three categories: Sell Most, Sell Less and Not Permitted for Sale.

### **Maximum Nutritional Value**

Foods which meet or exceed the PPM 150 Nutritional Standards

### **Metrics**

1. Central staff will review the results of the school climate surveys administered to ascertain student perceptions regarding matters of their well-being.
2. Special event day templates will be completed by schools in order to track the number of special event days occurring at each school throughout the year.
3. Curriculum-linked learning and assessment related to healthy active living will be infused into the classroom to help reinforce and support the healthy eating messages in the policy and promote changes to a school environment that support the selection of nutritional foods.



## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEEPOLICY ON GUIDE DOGS, SERVICE DOGS,  
AND SERVICE ANIMALS

*“And God said, “Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky.” (Gn 1:20)*

**Created, Draft**

November 4, 2019

**First Tabling**

November 12, 2019

**Review**
[Click here to enter a date.](#)

Linda Maselli-Jackman, Superintendent of Education, Special Services

Peter Stachiw, Chief of Autism

Rachelina Macchia, Chief of IPRC and Assessments

**RECOMMENDATION REPORT****Vision:**

*At Toronto Catholic we transform the world through witness, faith, innovation and action.*

**Mission:**

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report recommends the adoption of a new policy on Guide Dogs, Service Dogs, and Service Animals to conform with the legal mandate that all Ontario school boards have a policy in effect by January 2020. Furthermore, it recommends the adoption of the accompanying Toronto Catholic District School Board (TCDSB) Operational Procedures – Guide Dogs, Service Dogs, and Service Animals.

*The cumulative staff time required to prepare this report was 40 hours.*

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends the adoption of a new policy and Operational Procedures.

## **C. BACKGROUND**

1. The Toronto Catholic District School Board (TCDSB) Policy on Guide Dogs/Service Dogs and Service Animals has been created in response to the legal mandate that all school boards institute a policy by January 2020.
2. This policy aligns with PPM 163: School Board Policies on Service Animals, 2019, the Ontario Human Rights Code, RSO 1990, and the Accessibility for Ontarians with Disabilities Act, 2005.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

This policy has been created in consultation with Field Superintendents, Legal Services, Special Services, the Equity and Indigenous Education Department, and other TCDSB stakeholders among the various staff work groups, students, parents and parent groups.

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report will be monitored by the Director of Education and Superintendent of Special Services.



## **F. IMPLEMENTATION**

1. The policy as approved will be posted on the TCDSB policy register.
2. Principals and other staff, as appropriate, will be inserviced on the policy (Appendix A) and Operational Procedures (Appendix B).

## **G. STAFF RECOMMENDATION**

Staff recommends that the newly created Policy on Guide Dogs, Service Dogs, and Service Animals, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B, be adopted.



**POLICY SECTION: SCHOOLS**

**SUB-SECTION: Special Education**

**POLICY NAME: Guide Dogs/Service Dogs, and Service Animals**

**POLICY NO: S.12**

<b>Date Approved:</b>	<b>Date of Next Review: 2024</b>	<b>Dates of Amendments:</b>
<p><b>Cross References:</b>            Bill 48, Safe and Supportive Classrooms Act, 2019            PPM 163: School Board Policies on Service Animals, 2019            OHRC Policy on Accessible Education for Students with Disabilities, 2018            Special Education in Ontario K-12 Policy and Resource Guide, 2017            Learning for All, 2013            PPM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, 2013            Accessibility for Ontarians with Disabilities Act (AODA), 2005            Blind Persons' Rights Act, R.S.O. 1990            Dog Owners' Liability Act, R.S.O. 1990            Education Act, R.S.O. 1990, c.E2, s.170(1), s.265(1); O.Reg. 298, s.11            Food Safety and Quality Act 2001, S.O. 2001            Health Protection and Promotion Act, R.S.O.1990            Ontario Human Rights Code, R.S.O. 1990</p> <p><b>TCDSB Policies:</b>            A.35 Accessibility Standards            H.M. 24 Catholic Equity and Inclusion Policy            H.M. 40 Fair Practices in Hiring and Promotion            F.M. 08 Fire Emergency Procedures            S.P. 01 Special Education Programs and Services            S.T. 01 Transportation – English Language Schools</p>		
<p><b>Appendix:</b>            Toronto Catholic District School Board Operational Procedures - Guide            Dogs/Service Dogs, and Service Animals</p>		



**POLICY SECTION: SCHOOLS**

**SUB-SECTION: Special Education**

**POLICY NAME: Guide Dogs/Service Dogs, and Service Animals**

**POLICY NO: S.12**

**Purpose:**

Students with disabilities may use service animals to assist them with their disability-related needs. Under the Ontario Human Rights Code, school boards have a duty to accommodate the needs of students up to the point of undue hardship.

This policy and the appended operational procedures on Guide Dogs/Service Dogs, and Service Animals have been developed in accordance with Policy/Program Memorandum (PPM) 163: School Board Policies on Service Animals, 2019, and the Council of Directors of Ontario (CODE) policy template provided by Miller Thompson.

**Scope and Responsibility:**

This policy applies to all TCDSB elementary and secondary schools, facilities, and programs including extended-day programs operated by the TCDSB. However, it does not apply to community partners such as licensed child-care providers operating on TCDSB premises or permit holders. The Director of Education and the Superintendent of Special Services are responsible for the oversight and implementation of this policy.

**Alignment with MYSP:**

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

**Policy:**

The TCDSB is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. It is the policy of the TCDSB, in accordance with the Ontario Human Rights Code, to provide individualized accommodations to students with disabilities to enable them to have meaningful access to education services. In some cases, this includes requests to have service animals attend school or school-related activities with students.



**POLICY SECTION: SCHOOLS**

**SUB-SECTION: Special Education**

**POLICY NAME: Guide Dogs/Service Dogs, and Service Animals**

**POLICY NO: S.12**

**Regulations:**

1. All accommodation requests pertaining to the student use of Guide Dogs/Service Dogs or Service Animals on TCDSB premises shall be directed to the Principal of the school where the student attends.
2. The operational procedures will outline consistent and transparent processes for the consideration of Guide Dog/Service Dog and Service Animal requests, the communication of the presence of a service animal to affected parties, the implementation of the service animal accommodation, the roles and responsibilities of the involved parties, and health and safety-related concerns.
3. In circumstances where a parent or adult student requests to have the student's Guide Dog/Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the TCDSB considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.
4. Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.
5. The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog/Service Dog or Service Animal on the learning environment; and the health and safety of individuals who are or might be in the school, on school grounds or at a school-related event.
6. A copy of this policy shall be available on the TCDSB's website and may be requested by a parent or adult student in a different language through the school attended by the student.
7. The Board shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals as outlined in the operational procedures.



**POLICY SECTION: SCHOOLS**

**SUB-SECTION: Special Education**

**POLICY NAME: Guide Dogs/Service Dogs, and Service Animals**

**POLICY NO: S.12**

**Definitions (relating to terms outlined in the appended operational procedures):**

**1. Accredited Training Organization:**

A Guide Dog/Service Dog trainer that is accredited by:

- a) **International Guide Dog Federation (IGDF); or**
- b) **Assistance Dogs International (ADI);**

**2. Adult Student:**

A student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent.

**3. Alternative Handler:**

A TCDSB staff member who has successfully completed training by an Accredited Training Organization and who is managing the Service Dog.

**4. Disability:**

Refers to

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
- (b) a condition of mental impairment or a developmental disability;
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- (d) a mental disorder; or



**POLICY SECTION: SCHOOLS**

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**POLICY NAME: Guide Dogs/Service Dogs, and Service Animals**

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(e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

**5. Guide Dog:**

A dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act, 1990*.

**6. Handler:**

The individual trained by an Accredited Training Organization who is managing the Guide Dog/Service Dog and in most cases will be the student for whom the Guide Dog/Service Dog is provided.

**7. Parent(s):**

A custodial parent of the student or a guardian pursuant to the Education Act.

**8. Service Animal:**

An animal that provides support to a person with a disability. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services. Service animals can allow individuals to achieve greater independence in daily tasks and promote safety, mental well-being, and learning.

**9. Service Dog:**

A dog that has been certified after successfully complete a training program provided by an Accredited Training Organization.

**Evaluation and Metrics:**

1. Data will be gathered annually regarding the number of requests for students to be accompanied by Guide Dogs, Service Dogs, or Service Animals; as well as approvals, and denials.



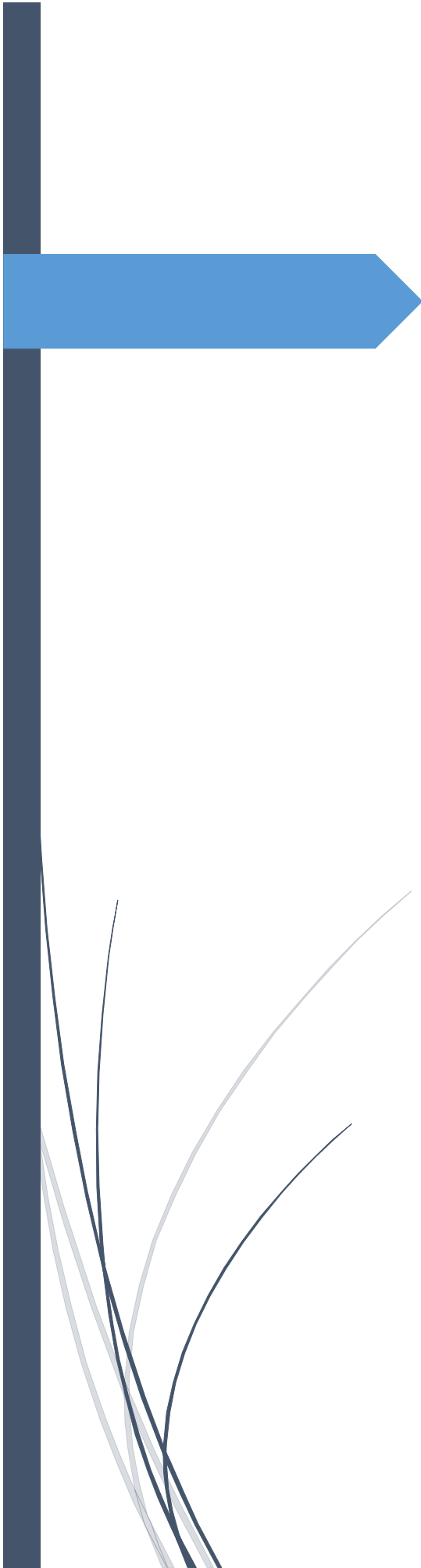
**POLICY SECTION: SCHOOLS**

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**POLICY NAME: Guide Dogs/Service Dogs, and Service Animals**

**POLICY NO: S.12**

2. This policy shall be reviewed on a regular basis (as needed), but in any event no less than every five years.



# 2019 11 12 Operational Procedures - Guide Dogs and Service Animals GAP F.docx

Guide Dogs/Service Dogs and  
Service Animals

TCDSB Special Services Department





## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



### 1.0 Purpose

1.1 The Toronto Catholic District School Board (TCDSB) is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. It is the policy of the Toronto Catholic District School Board, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodations to students with disabilities to enable them to have meaningful access to education services.

1.2 Guide Dogs/Service Dogs or Service Animals are trained to provide assistance to children and adults with disabilities. Guide Dogs/Service Dogs or Service Animals can allow an individual to attain greater independence in his/her daily tasks and assist with safety, mental well-being, and learning.

1.3 This operational procedure identifies the individualized process to be followed when a parent (on behalf of a student) or an adult student applies to the TCDSB to have a Guide Dog/ Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.

1.4 These procedures and the attendant policy - Policy S.12: Guide Dogs/Service Dogs and Service Animals - will be posted on the TCDSB website in order to inform the school community about how parents or adult students can apply to have a service animal in the school and how the TCDSB will inform the school community of the presence of any service animals at the school.

1.5 The following are important considerations for the adult student or parent who may apply to the TCDSB to have a Guide Dog/ Service Dog or Service Animal accompany the student:

- (a) The TCDSB utilizes a variety of placements, differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning;
- (b) The TCDSB does not provide Guide Dogs/Service Dogs or Service Animals to students; and
- (c) The TCDSB encourages any family considering the purchase of a Guide Dog/ Service Dog or Service Animal to meet with the school principal before making a commitment.



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



1.6 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted. Pursuant to the *Education Act* and Ontario Regulation 474/00 *Access to School Premises*, the TCDSB requires each school to have a process for visitors.

1.7 Any determination of whether a Guide Dog/ Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the TCDSB. A regulated health professional cannot unilaterally prescribe that a Guide Dog/ Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.

1.8 When an adult student or a parent (on behalf of a student) seeks to have a Guide Dog/Service Dog attend school and school-related events, both the Guide Dog/Service Dog **and** the Handler must be certified as having been successfully trained by an accredited training facility.

1.9 Only in exceptional circumstances subject to the standard of undue hardship pursuant to the *Human Rights Code*, will the TCDSB consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog/ Service Dog.

1.10 Only in exceptional circumstances subject to the standard of undue hardship pursuant the *Human Rights Code*, will the TCDSB consider service animals, other than dogs, as an accommodation for a student **and only** if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. In all cases, however, the TCDSB will comply with applicable legislation.

## 2.0 Background

2.1 Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living.

2.2 As outlined in Policy S.12, a Service Dog means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

2.3 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student Handler with



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



greater independence, dignity, and opportunity for integration. As outlined in Policy S. 12, a Guide Dog has the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*.

2.4 The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act* (AODA), to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. **A school is not a public space and is not generally accessible to the public. Therefore, the AODA does *not* apply to a student's use of a Service Dog or Service Animal when accessing education services in school buildings.**

- a) The determination of whether an animal, other than a dog, is an appropriate accommodation in the school setting, to accommodate a demonstrated disability-related learning need, is a decision of the TCDSB.
  - i) Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.

2.5 Due to risks to safety, and risks of disruption and distraction in the learning environment, the TCDSB does ***not*** permit training of potential Guide Dogs/Service Dogs in the school setting or during school activities.

2.6 A Service Dog or Service Animal may be excluded if it is of a breed that is prohibited by law.

### 3.0 Accreditation and Expectations of Guide Dogs/Service Dogs

3.1 An Accredited Training Organization is a Guide Dog/Service Dog trainer that is accredited by:

- a) *International Guide Dog Federation* (IGDF) which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- b) *Assistance Dogs International* (ADI) which develops and ensures compliance with the standards by which Guide, Hearing, and Service Dogs are trained by its member organizations; or

### 3.2 All Guide Dog/Service Dogs must:

- a) be highly trained and certified by an Accredited Training Organization;
- have evidence of training or re-certification confirming compliance with training requirements within the last 6 months;
- b) be groomed and clean;
- c) at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- d) **not** engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
- such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
  - any such behaviour may be grounds to prohibit the Guide Dog/Service Dog's attendance on school property and in the school building,
- e) have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;
- f) demonstrate continuous appropriate behaviour with its Handler/Alternative Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

## 4.0 How to Make a Request for a Student to be Accompanied by a Guide Dog/Service Dog or Service Animal

4.1 A person who wishes to make an accommodation request for a student to be accompanied by a Guide Dog/Service, must complete an application as outlined in **Appendix A** (for a Guide Dog/Service Dog) or **Appendix B** (for a Service Animal) of these Operational Procedures.



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



4.2 The primary point of contact for the person making the accommodation request is the principal at the school where the student attends.

### **5.0 Roles and Responsibilities of Principals**

5.1 School principals are responsible for the management of the school premises, the staff providing educational programs, and the safety of all students.

- a) A school principal has authority to exclude a Guide Dog/Service Dog or Service Animal from entry onto school premises, as an accommodation for a student, provided that the student is offered an appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.
- b) Before admitting a Guide Dog/Service Dog or Service Animal into the school or into school-related activities, with the Student Handler or Alternative Handler, the school principal shall require the parent/adult student to submit a completed application as outlined in Appendix A (for a Guide Dog/Service Dog) or Appendix B (for a Service Animal) of these Operational Procedures. This is the formal accommodation request.

### **Receiving an Application for a Guide Dog/Service Dog or Service Animal**

5.2 On receipt of an application for a Guide Dog/Service Dog or Service Animal, the school principal shall proceed with the following steps:

- a) Review the application for completeness and request any additional information or clarification that is necessary to assess the request for accommodation.
- b) Inform and consult with the Superintendent of Schools and Superintendent of Special Services about the application.
- c) Organize a review of the application by the SBSLT. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe. A meeting with the SBSLT can include the parent/adult student

and student (as appropriate), the health practitioner recommending the Guide Dog/Service Dog or Service Animal for the student, the trainer of the Guide Dog/ Service Dog, the trainer of the Handler, and any other individuals who may contribute to the accommodation process.

- d) Consider the application on an individual basis giving consideration to all relevant factors (see sections 4.3 and 4.4 below)
- e) Communicate the Board's determination with respect to the application for a Guide Dog/Service Dog or Service Animal to the parent/adult student in writing in accordance with either **Appendix D** or **Appendix E**.

5.3 Each application for a Guide Dog/Service Dog or Service Animal will be addressed on an individual basis giving consideration to all relevant factors, including but not limited to:

- a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical plan of care (if any);
- b) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments, or other relevant supporting documents;
- c) evidence of how the Guide Dog/Service Dog or Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;
- d) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs;
- e) the training and certification of the Guide Dog/Service Dog
- f) the training and certification of the student as Handler and/or the Alternative Handler;





## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- g) the impact of the accommodation on the student's dignity, integration, and independence;
- h) other accommodations available and whether one or more alternative accommodations can meet the needs of the student;
- i) whether the student's attendance with a Guide Dog/Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
- j) whether training will be required for staff and/or the student;
- k) the effect of the Guide Dog/Service Dog or Service Animal on the learning environment, including the impact on staff, other students and the impact on the student for whom the animal is provided, including matters such as health and safety, disruption, and distraction;
- l) with respect to an application for the admission of a Service Animal (other than a dog), the TCDSB will consider the features of the animal, such as its the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation;
- m) any competing human rights of students, staff, and community members using the school pursuant to a permit;
- n) possible solutions for accommodation plans to reconcile competing rights; and
- o) any factors which could lead to undue hardship.

5.4 The process of accommodation, including making inquiries about competing rights and providing notice to the school community, shall respect the student's right to privacy. The TCDSB will not provide information about a student's disability, diagnosis, or specific learning needs and/or needs of daily living unless appropriate consent is obtained.



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



5.5 The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.

5.6 Where a student supported by a Guide Dog/Service Dog or Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog/Service Dog or Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog/Service Dog or Service Animal and parent as the Handler.

- a) Inquiries may need to be made regarding competing rights and transportation arrangements.

### *Implementing the Accommodation*

5.7 Where the application is granted, the school principal, in consultation with the SBSLT, will do the following:

- a) refer to the Principal's Checklist (**Appendix C**);
- b) ensure that all staff are informed about the presence of a Guide Dog/Service Dog or Service Animal in the school;
- c) consider any necessary change in routine and procedures, as well as any programming changes that might be required;
- d) forward the following letters as appropriate:
  - Entry of A Guide Dog/Service Dog/Service Animal into the School (**Appendix F**);
  - Guide Dog/Service Dog/Service Animal in Classes (**Appendix G**);
  - Guide Dog/Service Dog/Service Animal for School Employees and Permit Holders (**Appendix H**);
  - Guide Dog/Service Dog/Service Animal on School Bus (**Appendix I**);
- e) make changes to the student's IEP goals and/or student's medical plan of care to document the type of support the animal will provide to the student;



- the accommodation may be provided on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
- f) organize an orientation session for school staff, students, and the Handler;
- g) create a timeline for the introduction of the Guide Dog/Service Dog or Service Animal to the school and to the class;
- h) create a timetable for reviewing the Guide Dog/Service Dog or Service Animal's updated records when required;
- i) develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;
- access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the *Health Protection and Promotion Act, 1990*, or the *Food Safety and Quality Act 2001*, which prohibit Service Animals from being in places where food is prepared, processed or handled.
- assessment may be required by the TCDSB's Health and Safety Officer regarding health and safety issues applicable to different areas/activities in the school;
- j) Consider and discuss the personal care of the animal, which may include:
- An indication of the person (Handler) responsible for the animal;
  - Identification of the Alternative Handler if the student for whom the Guide Dog/Service Dog or Service Animal is provided is not the Handler;
  - The backup procedure if the Alternative Handler is not available;



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- The safest and most environmentally-sound place for the animal to relieve itself;
  - If the student is able to maintain the personal care of the Guide Dog/Service Dog or Service Animal, the individual who will accompany the student outside, if needed;
  - A suitable disposal container that the Handler can reach;
  - The manner of “clean up” after the animal by the Handler;
  - Considerations for winter conditions and inclement weather;
  - Placement and filling of the animal’s water bowl;
- k) develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- l) revise Student School Emergency Evacuation Response Plan to include the Guide Dog/Service Dog or Service Animal (**Appendix K**);
- m) organize a presentation by the Trainer of the Guide Dog/Service Dog during a Catholic School Parent Council (CSPC) meeting or association supporting the use of the Service Animal; signage on the school’s front door, gymnasium and library doors; communication to potential occasional staff accepting a position where the Guide Dog/Service Dog or Service Animal may be providing service to the student;
- n) schedule a student assembly for introduction and orientation regarding the Guide Dog/ Service Dog or Service Animal;
- o) make arrangements for transportation of the Guide Dog/Service Dog or Service Animal to and from school, if necessary:
- a. If the Guide Dog/Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights, and the transportation plan must specify where the Guide Dog / Service Dog or Service Animal and student will be located;



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



the vehicle shall have a sticker/sign identifying the presence of a Guide Dog/Service Dog or Service Animal;

- b. Review the Protocol for the Transportation of Service Animals on Bus Routes; (Refer to **Appendix J**);
- c. If the bus carrier is transporting students from other boards on the same bus while the animal is present, then the other board must be notified so that they can in turn notify the Parent(s) of that child/those children riding on that bus;
- d. Documentation about the Guide Dog/ Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog/Service Dog's or Service Animal's presence; and
- e. Specialized transportation shall **not** be provided solely for the purpose enabling the Guide Dog/ Service Dog or Service Animal to travel to and from school with the student.

5.8 TCDSB will make best efforts to implement the accommodation within a reasonable timeframe.

### ***Continuous Assessment***

5.9 A review of the effectiveness of the Guide Dog/Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.

5.10 Approval may be revoked at any time by the principal if:

- a) there are any concerns for the health and safety of students, staff or the Guide Dog/Service Dog or Service Animal;
- b) there is behaviour that is distracting, disruptive or aggressive, including: making noise, failing to follow commands, growling, or nipping. In the event that this behaviour occurs, the Handler will be required to remove

the Guide Dog/Service Dog or Service Animal from the classroom immediately and the student's parent will be called to pick up the Guide Dog/Service Dog or Service Animal from the school. Alternative options for accommodation will be discussed;

- c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval, or a change to the needs of students/staff such that there is a new competing right; and
- d) the TCDSB in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

5.11 In all cases, however, the TCDSB will comply with its duty to accommodate and the *Human Rights Code*.

### **6.0 Responsibilities of Adult Students or Parents of Students with Guide Dogs/Service Dogs or Service Animals**

6.1 Parents or adult students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog/ Service Dog accompany the student at school and/or on school-related activities.

6.2 The parent or adult student shall be responsible for:

1. submission of **Appendix A/Appendix B**;
2. all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
3. obtaining training and maintaining the Guide Dog/Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
4. providing confirmation of municipal license for the dog (to be updated annually);



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



5. providing confirmation of certificates of training, not older than 6 months, from an Accredited Training Organization attesting that the dog and Student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting; and that appropriate training has been provided to the staff person who might serve as Alternative Handler;
6. a diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional) with a recommendation for the use of a Guide Dog/Service Dog;
7. a description of the services provided by the Guide Dog/Service Dog to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
8. a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario identifying the age and breed of the dog and attesting that the dog:
  - a. is an adult,
  - b. does not have a disease or illness that might pose a risk to humans,
  - c. has received all required vaccinations, and
  - d. that the dog is in good health to assist the student; and
  - e. is updated annually;
9. general liability insurance providing coverage in an amount specified by the Board in the event of an injury or death as a result of the Guide Dog/Service Dog's attendance on school property or on a school-related activity (to be updated annually).

### **7.0 Responsibilities of the Handler/Alternative Handler**

7.1 The Handler is the individual who has received training by the Accredited Training Organization and who is managing the Guide Dog/Service Dog. The Handler guides, instructs, and looks after the animal. In most cases, the Handler will be the student for whom the Guide Dog/Service Dog is provided. In the situation where the student is unable to manage the animal due to physical and/or cognitive challenges, a second individual is required and that person is deemed to be the Alternative Handler.

7.2 Where the student is not the primary Handler, TCDSB staff must be trained as the Alternative Handler(s) and accompany the student and animal at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship, including but not limited to consideration of the resources required, alternative accommodations that might meet the student's demonstrated disability-related learning needs, and the impact on staff and other students.

7.3 The Student Handler or Alternative Handler of the Guide Dog/Service Dog or Service Animal must adhere to the following:

- a. demonstrate the ability to control the Guide Dog/Service Dog or Service Animal in accordance with the training received;
- b. ensure the Guide Dog/Service Dog or Service Animal will be readily identifiable
- c. ensure that the Guide Dog/Service Dog or Service Animal is always wearing a vest and leash or harness when the dog is not in its crate
- d. ensure the Guide Dog/Service Dog or Service Animal does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
- e. ensure that the Guide Dog/Service Dog or Service Animal's biological needs are addressed;
- f. transition and maintain at all times the Guide Dog/Service Dog or Service Animal on a leash, harness, mat and/or crate; and



## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- g. comply with an accommodation plan that addresses the competing rights of others.

**Note:** Guide Dog and Service Dog Handlers are responsible for caring for their dogs. Guide Dog Handlers are responsible for having the dog with them at all times for navigational purposes. Most Guide Dog schools have a minimum age requirement of 16 or 18 years of age, therefore it would be rare for a student to have a Guide Dog at school.

### 8.0 Records

- 8.1 A copy of the application and the decision approving or denying the accommodation request, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record (OSR).
- 8.2 The TCDSB shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use, and disclosure must be provided to the parent/adult student. Efforts should be made to limit the personal information to only that which is necessary.
- 8.3 The TCDSB is required pursuant to PPM 163: School Board Policies on Service Animals to collect certain information regarding the implementation of the policy and procedure regarding Guide Dogs/Service Dogs and Service Animals. The TCDSB will be collecting data on:
  - a. Total number of requests for students to be accompanied by Guide Dogs/Service Dogs or Service Animals;
    - i. Whether requests are for elementary or secondary school students;
    - ii. The student's grade; and
    - iii. Whether the student is the Handler.
  - b. The number of requests approved and denied;
    - i. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
    - ii. Species of Service Animals requested and approved; and





## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



- iii. Types of needs being supported: emotional, social, psychological, or physical.

### 9.0 Food Areas

9.1 Regulation 493/17 of Ontario's *Health Protection and Promotion Act*, 1990 allows Guide Dogs/Service Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs/Service Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.

9.2 No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

### 10.0 Health, Safety and Other Concerns

If a student, parent of a student, or staff member has a concern around a Guide Dog/Service Dog or Service Animal they may come in contact with, including health and safety concerns such as allergies or fear or anxiety associated with the animal, this person should identify themselves and outline their concern in writing to the principal of the school where the animal attends.

### 11.0 Cross References:

Bill 48, Safe and Supportive Classrooms Act, 2019

PPM 163: School Board Policies on Service Animals, 2019

OHRC Policy on Accessible Education for Students with Disabilities, 2018

J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII)

Special Education in Ontario K-12 Policy and Resource Guide, 2017

Learning for All, 2013

PPM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, 2013

Accessibility for Ontarians with Disabilities Act (AODA), 2005

Blind Persons' Rights Act, R.S.O. 1990

Dog Owners' Liability Act R.S.O. 1990

Education Act R.S.O. 1990





## Operational Procedures – Guide Dogs/Service Dogs and Service Animals



Health Protection and Promotion Act, R.S.O.1990  
Food Safety and Quality Act 2001, S.O. 2001  
Ontario Human Rights Code, R.S.O. 1990

### 12.0 Attachments:

- Appendix A:** Application for Guide Dog/Service Dog
- Appendix B:** Application for Service Animal
- Appendix C:** Principal's Checklist for Guide Dog/Service Dog
- Appendix D:** Sample Decision Letter Approving Guide Dog/Service Dog/Service Animal
- Appendix E:** Sample Decision Letter Declining Guide Dog/Service Dog or Service Animal
- Appendix F:** Sample Letter to the School Community
- Appendix G:** Sample Letter to the Parent of Students in Class(es)
- Appendix H:** Sample Letter to Employees and School Permit Holders
- Appendix I:** Sample Letter to the Parent(s) of Students on School Bus
- Appendix J:** Protocol: Transportation of Service Animals
- Appendix K:** Student School Emergency Evacuation Response Plan



## Application for a Guide Dog/Service Dog

Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

I/We request that permission be granted for _____ to use a Guide Dog/Service Dog in school and at school-related activities.
Length of time the student and Guide Dog/Service Dog have worked together:
Additional information is required to assist the Principal: (Yes ___/No___). If yes, please indicate in an attached document.

### Disability-Related Needs to be Accommodated by Guide Dog / Service Dog

- Please attach a copy of the assessment report from a regulated health professional containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Guide Dog/Service Dog will provide accommodation in a school setting.

### Municipal License

- Please attach a copy of the municipal license, not more than 12 months old; confirmation to be updated annually.

### Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (not greater than 3 months old and confirmation to be updated annually) attesting to:
  - the breed of dog, age of dog and that the dog is an adult;
  - the dog does not have a disease or illness that might pose a risk to humans;
  - the dog has received all required vaccinations;
  - the dog is in good health to assist the student.

### Certificate of Training

- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Dog's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance



## Application for a Guide Dog/Service Dog

with the MSAR standard for training, as defined in the TCDSB Operational Procedures (3.0)

- A letter confirming that the trainer will attend a Catholic School Parent Council (CSPC) meeting to provide a presentation and respond to questions from the school community.
- Please attach a copy of the certificate confirming the student Handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the TCDSB Operational Procedure (6.0).

### Student NOT the Handler

Where the student is not the Handler, please describe (separate attachment) what, if any, responsibilities the student is capable of performing independently and the responsibilities you wish to have assumed by a school staff member.

### Insurance

Pursuant to *Dog Owners' Liability Act*, RSO 1990, c.D16, the owner of a dog is responsible for any injury or death caused by the dog. Please attach a certificate of home or contents insurance. Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.

Schools are responsible for protecting the safety, health and emotional needs of the entire school community, and this protocol has been developed in order to facilitate the entry of a Guide Dog/Service Dog into a school.

Where necessary, in the implementation and accommodation process, competing rights will be considered. The TCDSB reserves the right to request additional information and/or documentation to ensure that the animal's presence in school does not present an increased risk of harm to the animal, the student, and/or other members of the school community.

Signature of Parent/Guardian:	Date:
Signature of Principal:	Date:

cc: OSR  
Superintendent of Schools  
Superintendent of Special Services



## Application for Service Animal

Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

I/We request that permission be granted for _____ to use a Service Animal in school and at school-related activities.
Length of time the student and Service Animal have worked together:
Additional information is required to assist the Principal: (Yes ___/No___). If yes, please indicate in an attached document.

### Disability-Related Needs to be Accommodated by Service Animal

- Please attach a copy of the assessment report from a regulated health professional containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

### Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (not greater than 3 months old and confirmation to be updated annually) attesting to:
  - the species of animal, age and confirmation that the animal is an adult;
  - the animal does not have a disease or illness that might pose a risk to humans or dogs; and
  - the animal has received all required vaccinations.

### Information Regarding Animal

- Describe in detail the tasks or services performed by the animal;
- Identify the oral commands or visual signs to which the animal responds;
- Attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour, does not exhibit aggression;
- Identify whether the animal will be on a leash/harness or in a crate; and
- Describe the biological needs of the animal.



## Application for Service Animal

### Student

- Can the student independently manage the animal?
- In an attached document please describe in detail:
  - where, when, and how the student currently utilizes the animal's services in public spaces for accommodation purposes;
  - what, if any, responsibilities the student is capable of performing independently; and
  - the responsibilities you wish to have assumed by a school staff member.

### Insurance

A parent must provide an insurance certificate identifying that they are an insured in the event that the animal causes damage to the school or its contents, or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.

Schools are responsible for protecting the safety, health and emotional needs of the entire school community, and this protocol has been developed in order to facilitate the entry of a Service Animal into a school.

Where necessary, in the implementation and accommodation process, competing rights will be considered. The TCDSB reserves the right to request additional information and/or documentation to ensure that the animal's presence in school does not present an increased risk of harm to the animal, the student, and/or other members of the school community.

Signature of Parent/Guardian:	Date:
Signature of Principal:	Date:

cc: OSR  
Superintendent of Schools  
Superintendent of Special Services



## Principal's Checklist for Guide Dog/Service Dog

Name of Student:	Date of Birth:
Address:	
School:	Grade:
Name of Parent(s)/Guardian(s):	
Home Telephone:	Work Telephone:

### Application Requirements for Guide Dog / Service Dog

- ☐ Receive Application for Guide Dog/Service Dog or Service Animal
- ☐ Assessment report with diagnosis and accommodation to be provided
- ☐ Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- ☐ Copy of municipal license [within 12 months]
- ☐ Veterinary certificate [within 3 months]
- ☐ Certificate of training or attestation for Guide Dog / Service Dog [within 6 months]
- ☐ Certificate of training or attestation for student Handler [within 6 months]
- ☐ Letter of confirmation that the trainer will present to the Catholic School Parent Council (CSPC)
- ☐ Certificate of insurance [within 3 months] or Letter from the registered charity which owns the dog
- ☐ Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity
- ☐ Assessment by health and safety officer
- ☐ Consult with Superintendent of Schools

### Implementation Requirements

- ☐ Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom, etc.)
- ☐ Timetable identifying bio breaks, when accompanying student
- ☐ Emergency procedures (fire exit plan, lockdown plan, evacuation plan)



## Principal's Checklist for Guide Dog/Service Dog

- ☐ Letter to parents that Guide Dog/Service Dog will be accompanying student
- ☐ Information session during to CSPC meeting
- ☐ Signage for front door, gymnasium door and library door advising of Guide Dog/Service Dog
- ☐ Transportation plan (if required)
- ☐ Orientation for school staff and students
- ☐ Training for staff member acting as Handler (if required)
- ☐ Convene SBSLT meeting
- ☐ Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP and updated annually in accordance with IEP regulations)
- ☐ Create management plan for care of the Service Animal

### Additional Comments:

Signature of Principal:	Date:
-------------------------	-------



## Sample Decision Letter Approving Guide Dog/Service Dog or Service Animal

(Date)

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child / you attend school with a Guide Dog/Service Dog/Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to confirm approval of your request.

As we have discussed, your / your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog / Service Dog / Service Animal in meeting your / your child's accommodation needs will take place on a regular basis.

You will be responsible for ensuring that the Guide Dog / Service Dog / Service Animal is groomed, has a vest or harness and crate [if necessary], as well as a water bowl. All costs associated will be your responsibility.

If concerns arise regarding the integration of the Guide Dog / Service Dog/ Service Animal into the school community and your / your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog / Service Dog engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you / your child / the Handler will be required to remove the Guide Dog / Service Dog from the classroom immediately and you will be required to arrange for the Guide Dog/ Service Dog to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal

cc: OSR  
Superintendent of Schools  
Superintendent of Special Services





## **Sample Decision Letter Declining Guide Dog/Service Dog or Service Animal**

(Date)

Dear Parent / Adult Student

I am writing to communicate the decision regarding your request that your child/you attend school with a Guide Dog / Service Dog / Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to communicate that your request is being denied.

As we have discussed, your child/you is/are not able to perform the responsibilities of a Handler [and/or the Service Animal is not trained and may be disruptive or a distraction in the school environment], and reasonable alternative accommodations that respect your child's/your dignity, encourage independence and facilitate integration are available to support your child's/your learning needs and access to meaningful educational services.

This decision is not subject to appeal. However, if you wish to discuss the alternative accommodation measures available to support your child/you while at school, please contact me to arrange a meeting.

Sincerely,

Principal

cc:     OSR  
          Superintendent of Schools  
          Superintendent of Special Services



## Sample Letter to the School Community

Appendix F



(Date)

Dear Parent(s)/Guardian(s)

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

An information session has been scheduled to take place following the Catholic School Parent Council (CSPC) meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of Guide Dogs / Service Dogs.

An orientation session will be provided for all students, to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going support.

Sincerely,

Principal

cc:     OSR  
          Superintendent of Schools  
          Superintendent of Special Services



## Sample Letter to the Parents of Students in Class(es)

(Date)

Dear Parent(s)/Guardian(s)

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will be attending [school] with a student in your child's class(es) / [insert course(s)] in order to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

If you have any questions or concerns, please do not hesitate to contact your child's teacher or me.

Thank you for your on-going support.

Sincerely,

Principal

cc:     OSR  
          Superintendent of Schools  
          Superintendent of Special Services



## Sample Letter to Employees and Permit Holders

Appendix H



(Date)

To Employees and Permit Holders

This letter is to advise that the school is in the process of planning for a Guide Dog / Service Dog to attend [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

A specific timetable will be created, which identifies where and when the Guide Dog / Service Dog will be at different periods of the school day, and will be shared with you.

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

cc: OSR  
Superintendent of Schools  
Superintendent of Special Services



## Sample Letter to Parent(s) of Students on School Bus

Appendix I



(Date)

Dear Parent(s)/Guardian(s)

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog will be riding with a student to and from school to accommodate the student's needs pursuant to the *Human Rights Code* beginning [insert date].

The Guide Dog / Service Dog and student will be assigned a specific seating area on the bus, and the Guide Dog / Service Dog is trained not to be disruptive while riding on school transportation. It will be identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog / Service Dog will be integrated into our school community.

We respect the needs of all students in providing safe and inclusive services for education. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog on your child's bus.

Thank you for your on-going support.

Sincerely,

Principal

cc: OSR  
Superintendent of Schools  
Superintendent of Special Services

<b>Protocol Name:      Transportation of Service Animals</b>
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In the event a service animal is required to be transported with a student the following protocol is to be enacted.

**Service Animals: other than dogs:**

1. All service animals will have documentation from a governing body that is responsible for the training and development of the animal.
2. Specific directions in regards to the care and transport of these animals must be communicated to the Transportation consortium as part of the students 'Independent Transportation Plan'
3. When transporting animals all families and drivers must be notified ahead of service starting indicating what type of animal is being transported.
4. Documentation must be provided to all families and drivers outlining the service animal's responsibilities to the student and a fact sheet detailing information about dealing with service animals.
5. The bus company will post this information in their dispatch office and identify routes with service animals and only assign drivers that are aware of and trained to deal with service animals.
6. In the event an animal is required (and is not a registered service animal) as approved by the Special Education Department as a means to placate or calm a student as part of their transportation routine then the School Board will be responsible for providing the documentation and fact sheet in a similar fashion to those for service animals.

## Service Animals: Dogs

1. The same protocols as above will be enacted for service dogs. Specific directions are highlighted below:

- The service animal should NEVER ride on the wheelchair lift to prevent injuries.
- Driver should always wait for or ask for instruction from the service dog owner.
- Drivers should avoid petting and talking to the service dog.
- If the student needs assistance loading into a vehicle, he/she may tell the dog to board the vehicle and wait inside, the driver should make sure all other doors are closed behind the dog, except for the one that the student will be using to board the vehicle. Same thing for unloading.
- The student may ask the driver to hold on to the dog's leash and lead the dog into the vehicle and wait there (for example, on a TTC bus), and then the student board the bus by wheeling up the ramp on their own. The driver should do so and should NOT let go of the dog's leash for the dog's safety.
- When securing the wheelchair in the vehicle and the service dog is in the way, the driver should ask the student to reposition his dog.
- Drivers should not give commands to the service dog, ALWAYS ask the service dog owners to deal with the dog.
- If the student is to exit the vehicle by wheeling down the ramp on their own, again the driver may be asked to hold on to the service dog and hand the leash over ONLY when the student has safely arrived on the sidewalk.
- If Driver is asked to hold on to the service dog's leash, they should make sure their shoulders are square and back is straight to establish leadership. Also avoid direct eye contact with the dog, so the dog's focus is still on his owner.

### In case a student is incapacitated:

If a student is incapacitated and he has a service dog with him at that time, and you think that the dog will be bothered by you touching their partner then try to pet the dog with confident hands. Crouch down with your shoulders back and turn the side of your body toward the dog. Try to lead him to a separate room and shut the door. Drivers should carry dog treats with them to make friends and use to help lure the dog to a desired position.

Paramedics need to deal with the injured and will not be able to take the service dog in an ambulance. C.O.P.E. dogs carry emergency cards in their back packs or capes. If they are not found there, or the dog is not wearing his pack then the emergency card should be on the person. The card states emergency phone numbers for people who could take care of the dog. Please remember to call COPE (705-734-COPE (2673)) if you cannot find any emergency contacts.

If the service dog belongs to a different organization, then please contact the respective organization.

If someone is willing to care for the dog until the emergency contact arrives but they need to transport the dog to a different location, then the dog can be transported on the floor of a vehicle.

All C.O.P.E. Service Dogs are trained not to act aggressively in any situation. However, in times of extreme stress it is possible that a dog may rely on his instincts rather than his training. If this does happen, it is important for drivers to not act aggressively toward the dog (i.e. raising their arms over their head and yelling) and try to talk to the dog in a

confident, friendly and calm voice. Something like "Hi puppy. You're a good dog. We are taking your friend to the hospital now." If you keep your shoulders back and explain things so that your voice appears confident and "as a matter of fact" to the dog then this will decrease stress and therefore the instinct to be aggressive.

The most important point is to appear confident and friendly.

In the case of an emergency evacuation of the vehicle:

- If the student and their service dog are both conscious and not injured, then ask for instruction from the student as to whether they need assistance with the dog.
- If the student is incapacitated but the dog is conscious, not injured but appears fearful, then you should approach dog in a confident manner. That is, shoulders back, turn the side of your body toward the dog and talk to the dog in a confident, friendly and calm voice, then lead the dog to safety. Call OSPCA or Humane Society for help if the dog appears fearful aggressive.
- If the dog is conscious and INJURED, you should approach in a confident and calm manner. Muzzle the dog with a muzzle or using a shoe lace or dog leash (make sure it is tied at the back of the dog's neck as well as around the snout). Transport the dog to safety with care and call a vet immediately.
- If the dog is unconscious and injured, muzzle the dog with a muzzle or using a shoe lace or dog leash (make sure it is tied at the back of the dog's neck as well as around the snout). Transport the dog to safety with care and call a vet immediately.





# STUDENT SCHOOL EMERGENCY EVACUATION RESPONSE PLAN

## 1. Student INFORMATION

Name:	EA Name(s) (if applicable):
Grade:	CYW Name(s) (if applicable):

**Daily Schedule and Classroom Locations** (attachment if necessary):

## 2. EMERGENCY EVACUATION ASSESSMENT

Does the student experience any of the following that could impede the ability to quickly evacuate the workplace?

a. Mobility limitations; interference with walking, using stairs, joint pain, use of mobility device (i.e. wheelchair, scooter, cane, crutches, walker, etc.) ☐ Yes ☐ No

b. Vision impairment/loss ☐ Yes ☐ No

c. Hearing impairment/loss ☐ Yes ☐ No

d. Other (please specify): ☐ Yes ☐ No

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## 3. COMMUNICATION NEEDS & ACCOMMODATIONS

Indicate the student's preferred method of communication in an emergency situation. List any assistive communication devices and/or accommodations required. *Example: student with hearing impairment may require assistive device to receive emergency evacuation information.*

**4. CONDITIONS, SENSITIVITIES, DISABILITIES & ACCOMMODATIONS SUMMARY**

Indicate any temporary or long-term conditions, sensitivities and/or disabilities that may affect the well-being and safety of the student during emergency response.

**Emergency Assistance Required:**

**5. STUDENT PERSONAL EMERGENCY PREPAREDNESS KIT**

Student Personal Emergency Preparedness Kit required? ☐ Yes ☐ No

List Contents (i.e. emergency supply of medication, food for specific dietary needs, personal assistive equipment and batteries, emergency health & contact information, etc.):

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Location of Student's Personal Emergency Preparedness Kit:

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**6. EMERGENCY EVACUATION ROUTES**

Indicate primary accessible evacuation route from workplace, noting any accessibility accommodations required. Where applicable, attach site map/fire safety plan and identify meeting location.

Indicate alternative evacuation route from classroom, noting any accessibility accommodations required. Where applicable, attach site map/fire safety plan and identify meeting location.

## 7. EMERGENCY ASSISTANCE NETWORK

Establish staff to assist the student with a disability during emergencies. Staff should:

- be physically and mentally capable of performing the task and not require assistance themselves
- share the same hours in the same area as the student they will be assisting

The student requiring a School Emergency Evacuation Response Plan should be aware of those who will be notified to assist them during an emergency. **A minimum of 2 people is recommended for the Emergency Assistance Network.**

Network Leader Name:	Name:
Classroom/Department:	Classroom/Department:
Contact Info:	Contact Info:
Name:	Name:
Classroom/Department:	Classroom/Department:
Contact Info:	Contact Info:

## 8. ACKNOWLEDGEMENT & RELEASE

Reason for review: ☐ new admission ☐ change in classroom location ☐ change in student's condition

Principal's Signature

Date

I acknowledge that the information contained on this form is accurate and hereby authorize Toronto Catholic District School Board to release applicable personal information contained within the Student School Emergency Response Plan to designated individuals within my son's or daughter's Emergency Assistance Network and emergency/first responders, in the event of a school emergency evacuation situation.

Parent's Signature

Date

**PLEASE ENSURE THAT THE ORIGINAL COMPLETED STUDENT SCHOOL EMERGENCY EVACUATION RESPONSE FORM (WITH ATTACHMENTS) IS ACCESSIBLE TO ALL STAFF IN THE EVENT OF AN EMERGENCY AND A COPY FILED IN THE SCHOOL OFFICE.**

*All personal information collected on this form and any attachments herein will be used for Student School Emergency Evacuation Response purposes only and will remain confidential as per MFIPPA unless written consent is obtained from the student's parent(s) or guardians (completion of Section 8).*



## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEEPROPOSED UPDATES TO THE 2019-2020 POLICY  
SCHEDULE

*“So then, putting away falsehood, let all of us speak the truth to our neighbours, for we are members of one another” Ephesians: 4:25*

Created, Draft	First Tabling	Review
November 7, 2019	November 12, 2019	Click here to enter a date.
Cristina Fernandes, Superintendent Area 4, Policy		
<b>RECOMMENDATION REPORT</b>		

**Vision:**

*At Toronto Catholic we transform the world through witness, faith, innovation and action.*

**Mission:**

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report proposes changes to the 2019 Policy Priority schedule for the months of November 2019 to February 2020.

*The cumulative staff time required to prepare this report was 2 hours*

## **B. PURPOSE**

1. This report attempts to explain the current status of each policy and proposes timelines for addressing each in a timely manner, given the need to consult with different groups.

## **C. BACKGROUND**

1. Policies are reviewed every 5 years unless changes are required due to direction from the Board of Trustees or the Ministry of Education or changes in the law.
2. This report seeks to establish interim timelines for policy review for the months of November 2019 to March 2020 until a full schedule of policies to be reviewed is established.

## **D. ACTION PLAN**

1. Appendix A outlines the proposed schedule to address outstanding policies from 2019.

## **E. STAFF RECOMMENDATION**

That the proposed schedule for outstanding policies be adopted.

Proposed Policy Schedule November 2019 to March 2020

Upcoming 2019 and 2020 Policies	Policy Number	Policy Owner	Level of Consultation Required	Deferrals	Anticipated Timelines
Update to Board Vehicles Policy	B.G.04	M. Farrell		Deferred from October GAP	November 2019
Update to Food and Beverage Policy	S.M.08	M. Farrell		Revise Oct. GAP version and bring back to Nov. GAP	November 2019
Service Animal Policy	NEW TBD	L. Maselli-Jackman	SEAC (October 2019)	In Sept GAP, recommendation made to bring to December GAP, however needs to be approved at Board by Dec., thus being brought earlier. (Implementation timeline is Jan 1, 2020)	November 2019
Strategic Reserves Policy	New TBD	L. Noronha/ P. De Cock			December 2019
Update to Trustee Code of Conduct Policy T.04			Consult with Catholic Education and LOCV Committee	Deferred from Sept. GAP	December 2019
Acceleration and Retention	NEW TBD	L. Maselli-Jackman	SEAC (November 2019)		December 2019
Catholic School Parent Council	S.10	J. Wujek	Consult in November with CPIC ; Additional time needed to consult will result in delaying until January 2020	Deferred from Sept GAP to December GAP; now will be ready for January 2020	January 2020

Catholic Parent Involvement Committee	P.04	J. Wujek	Consult in November parent groups. Additional time needed to consult will result in delaying until January 2020		January 2020
Guidelines For Trustees, Parents and Staff in Addressing School Related Concerns	A.33	J. Wujek P. Matthews	-consultation (potential town hall)		February 2020
Accessibility Standards for Services and Facilities	A. 36	F. Cifelli	Consultation with SEAC		March 2020
Workplace Accommodation for Employees with Disabilities	H.M.38	A. Della Mora	Consult simultaneous with Accessibility Standards for Services and Facilities A.36		March 2020
Pupil Accommodation Review	S.09	M. Loberto	-defer until ministry announcement is made		November 2020 or until Ministry announces new process



# GOVERNANCE AND POLICY COMMITTEE

## PENDING LIST TO NOVEMBER 12, 2019

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-2017 Governance and Policy	TBC	Governance and Policy	Report regarding consultations with CLSIT and conversations with the Archdiocese in regards to the content of the policy ( <b>Update to Chaplaincy Program Policy</b> )	Superintendent Fernandes
2	June-2017 GAP	TBC	Governance and Policy	Staff to bring back after the Ministry of Education's Transportation report is considered ( <b>Update to Transportation Policies S.T.01, 03, 04 and 05</b> )	Superintendent Fernandes
3	Sep-2017 Governance and Policy	TBC	Governance and Policy	Staff to look at options to improve efficiencies for Trustees, staff and the public to gain greater Order Paper, report and back-up materials ( <b>Inquiry from Trustee Crawford regarding Gaining greater Order Paper, Report, and Backup Materials Efficiencies with e-Scribe</b> )	Director of Education
4	Jan-2018 Corporate Services	TBC	Governance and Policy	That the report and related policy be referred to the Governance and Policy Committee for consideration ( <b>Non-Qualifying Transportation Students by Trustee Ward (All Wards)</b> )	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
5	Jan-2018 Governance and Policy	TBC	Board	That staff look at various lobbying policies of the City of Toronto and other school Boards and draft a lobbying policy for the TCDSB ( <b>Policy Priority Update January 2018</b> )	Superintendent Fernandes
6	Mar-2018 Regular Board	TBC	Governance and Policy	That the matter be referred to the Governance and Policy Committee ( <b>Photographing and Filming of Individuals at Board and Committee Meetings</b> )	Superintendent Fernandes
7	May-2018 Governance and Policy	TBC	Governance and Policy	Staff was requested to add the policy to the Governance and Policy Committee work plan for the development of an Omnibus policy ( <b>Update to School Events Communications and Invitee Protocols Policy (S.02).</b> )	Superintendent Fernandes
8	Jun-2018 Corporate Services	TBC	Governance and Policy	That the Pupil Accommodation Review Policy and Operating Procedures be referred to the Governance and Policy Committee to be updated to reflect changes to the Pupil Accommodation Review Guidelines with extensive community and Section E Implementation, Strategic Communications and Stakeholder Engagement Plan ( <b>Ministry Memo 2018: B10 – Final Pupil</b>	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
9				<b>Accommodation Review Guidelines and Updated on Integrated Planning and Supports for Urban Education)</b>	
	Jan-2019 Governance and Policy	Jan-2020	Governance and Policy	Review the Director Performance Appraisal policy in one year, including the challenges during an election year and the “parked” items from the November 21, 2018 Special Board meeting, TRIPLE PRIVATE Session ( <b>Review of the Director Performance Appraisal</b> )	Superintendent Fernandes
10	Jan-2019 Governance and Policy	TBC	Governance and Policy	That all existing and new policies be reviewed to reflect the Ontario Human Rights Commission (OHRC) Accessible Education for Students with Disabilities Policy Document and that once completed, that they be brought back to GAP Committee; and  That staff develop a policy reflective of the OHRC Accessible Education for Students with Disabilities Policy Document ( <b>SEAC Minutes, 2018-09-19, Item 9g) Ontario Human Rights Commission (OHRC) Policy Document Article on Special Education Inclusion</b>	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
11	Mar-2019 Special Board	TBC	Governance and Policy	<p>That the TCDSB establish a comprehensive policy regarding the refusal to admit special education students and those with special needs and disabilities to school; and</p> <p>That a refusal to admit policy should depend on the TCDSB ensuring that students excluded from attending school are provided an equivalent educational program; and</p> <p>That students should not be excused unless it can be demonstrated that the student presents an imminent risk to health or safety; and</p> <p>That the policy include:</p> <p>Circumstances when a refusal to admit is permitted, and when it is not permitted;</p> <p>Procedures that must be followed when refusing to admit a student;</p> <p>Timelines dictating the maximum number of consecutive days a student can be excused from school;</p>	

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
12				<p>An appeal process; and</p> <p>Data documentation and process for reporting to SEAC and Board.</p> <p>That the policy should include where the TCDSB refuses to accommodate students with special education disabilities in regular classrooms without needed supports or services, the principal be required to provide written notice and rationale of this to the family and that the Superintendent be copied; and</p> <p>That a refusal to admit policy be referred to the Governance and Policy Committee; and that staff prepare a comprehensive report on the implementation of a refusal to report policy.</p>	
	Apr-2019 Student Achievement	TBC	Governance and Policy	That staff create a policy regarding Forms of Acceleration for Gifted and Talented Students and that it be presented to the Governance and Policy Committee for consideration	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
13	May-2019 Governance and Policy	TBC	Governance and Policy	Report stating Staff's position on a policy on Catholic Curriculum (Recommendation from the March 26, 2019 Catholic Education and Living Our Catholic Values Sub-Committee Meeting)	Superintendent Fernandes
14	Sep-2019 Governance and Policy	Dec-2019	Governance and Policy	That the Service Animal Policy will be brought to the December 2 meeting if consultation is completed by them (2019 Policy Priority Schedule)	Superintendent Fernandes
15	Sep-2019 Governance and Policy	Dec-2019	Governance and Policy	Trustee Code of Conduct Policy T.04	Superintendent Fernandes
16	Sep-2019 Governance and Policy	Dec-2019	Governance and Policy	Catholic School Parent Councils Policy S.10	Superintendent Fernandes