

# GOVERNANCE AND POLICY COMMITTEE

## REGULAR MEETING Public Session

### AGENDA

SEPTEMBER 13, 2016

**Maria Rizzo, Chair**  
Trustee Ward 5

**Nancy Crawford, Vice Chair**  
Trustee Ward 12

**Jo-Ann Davis**  
Trustee Ward 9

**Angela Kennedy**  
Ex-Officio

**Frank D'Amico**  
Ex-Officio



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

### **VISION**

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

Recording Secretary: Lalita Fernandes 416-222-8282 Ext. 2293  
Asst. Recording Secretary: Sophia Harris 416-222-8282 Ext. 2298

**Angela Gauthier**  
Director of Education

**Angela Kennedy**  
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.**

## **OUR MISSION**

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

## **OUR VISION**

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



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

## **PUBLIC SESSION**

**Maria Rizzo, Chair**

**Nancy Crawford, Vice Chair**

Tuesday, September 13, 2016  
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 June 14, 2016 for PUBLIC SESSION	1 - 12
7. Delegations	
8. Presentation	
9. Notices of Motion	
10. Consent and Review	
11. Unfinished Business	
12. Matters referred or deferred	
12.a Protocol for Meeting Agenda Management	13 - 18

### **13. Staff Reports**

13.a	Suspected Child Abuse Reporting	19 - 29
13.b	Facilities Services Policies to be Rescinded	30 - 53
13.c	Accessibility Standards for Customer Service Policy (H.M.36)	54 - 73
13.d	Update to Fire Emergency Procedures Policy S.M.07	74 - 79
13.e	Rescind Use of Dangerous Chemicals Policy (S.M.12)	80 - 83

### **14. Listing of Communications**

### **15. Inquiries and Miscellaneous**

### **16. Updating of Pending List**

### **17. Adjournment**

**MINUTES OF THE REGULAR MEETING OF THE  
GOVERNANCE AND POLICY COMMITTEE  
TUESDAY, JUNE 14, 2016**

**PUBLIC SESSION**

**PRESENT:**

Trustees: N. Crawford, Chair  
A. Kennedy  
J.A. Davis – by teleconference

A. Gauthier  
P. Matthews  
C. Kavanagh  
I. Varano

A. Robertson, Parliamentarian  
L. Fernandes, Recording Secretary  
S. Harris, Assistant Recording Secretary

MOVED by Trustee Davis, seconded by Trustee Kennedy, that the agenda, as amended, be approved.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The motion to approve the agenda was declared

**CARRIED**

MOVED by Trustee Davis, seconded by Trustee Kennedy, that the Minutes of the Regular Meeting held May 10, 2016 for PUBLIC SESSION be tabled.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Crawford

Davis

Kennedy

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Davis, that item 13a) be adopted as follows:

- 13a) Update to Harassment and Discrimination in the Workplace Policy (H.M.14) and Respectful Workplace Programme)** That Trustees approve the Harassment and Discrimination Policy H.M.14 and the Respectful Workplace programme as amended and proposed in Appendix A – received.

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy:

1. Page 41, to add in #6 under Complaint Against the Director of Education that the Chair will inform Trustees in Private Session
2. Page 46 under Education and Training to add a 5<sup>th</sup> bullet to the first bulleted list to read “acknowledging the Board’s Harassment Policy on documents where appropriate

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Amendment was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Davis that item 13b) be adopted as follows:

**13b) Update to Fresh Start Policy (S.S.12)** That there will be an annual review with the Joint Occupational Health and Safety Committees comprised of employees and board representatives of this policy and related procedures with a report to the Board every year.

MOVED by Trustee Davis, seconded by Trustee Kennedy, that the Policy be referred to staff to come back to the August Board with policy and guidelines which are reflective of the broadened scope beyond employees of the Board.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Motion to refer was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Kennedy, that item 13b) be adopted as follows:

- 13b) Update to Fresh Start Policy (S.S.12)** That Trustees approve the Fresh Start Policy S.S.12 as amended and proposed in Appendix A

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Davis, that item 13c) be adopted as follows:

- 13c) Update to Suspension and Expulsion Policy (S.S.01) & Principal's Inquiry – Suspensions & Expulsions (S.S.08)** that Trustees approve Appendix C of Policy S.S.01 and converting Policy S.S.08 as an appendix to Policy S.S.01 as amended and proposed in Appendix A.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Davis, that item 13d) be adopted as follows:

**13d) Update to Delegations Policy** that Trustees approve the Delegation Policy T.14 as amended and proposed in Appendix A.

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy that:

1. Under Purpose to delete the second sentence
2. Under Scope and Responsibility to read The policy extends to students, parents and community members making deputations to the Board or its committees. The Director of Education, with the assistance of the Recording Secretary, is responsible for this policy.
3. Under Policy to read: The TCDSB is committed to advocacy for students, parents and communities. In recognition of the need to hear the concerns of the TCDSB community and of individuals to have a voice in the decision-making process, delegations may be heard at any meeting of the Board of Trustees or Standing Committees, as stipulated in, and limited by, the regulations outlined below. Delete the second sentence

On the vote being taken on the Amendments as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Amendment was declared

**CARRIED**

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy that Regulation 4 become 5 and 5 become 4 as follows: Those wishing to make a delegation can receive further information and details on the delegation protocol by contacting the Recording Secretary.

On the vote being taken on the Amendment as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy, to change the maximum delegations from 5 to 10 in Regulation 7.

On the vote being taken on the Amendment as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy to Regulation 10 to read Delegates who want to show their deputation on the screen in the Boardroom must provide their electronic copy before the meeting.

On the vote being taken on the Amendment as follows:

**In favour**

**Opposed**

Trustees Crawford

Davis

Kennedy

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy, to delete Regulation 11.

On the vote being taken on the Amendment as follows:

**In favour**

**Opposed**

Trustees Crawford

Davis

Kennedy

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Davis, to Regulation 12, to add the words to the first sentence “shall verbally disclose this information at the time of registration and at the beginning of their deputation” and that the 2<sup>nd</sup> sentence be deleted.

On the vote being taken on the Amendment as follows:

**In favour**

**Opposed**

Trustees Crawford

Davis

Kennedy

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Davis, to Regulation 14, to read as follows: Delegations who have not registered by the specified time may speak if approved by 2/3 votes of the members of the Board, Standing or other Committee. The Chair shall put the question by conclusion of the registered delegate. The question will be put immediately without any debate.

On the vote being taken on the Amendment as follows:

**In favour**

**Opposed**

Trustees Crawford

Davis

Kennedy

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Davis, that Regulation 15 read as follows: Delegation period shall be limited to a maximum of 60 minutes. The maximum time limit may be amended by 2/3 majority present and eligible to vote.

On the vote being taken on the Amendment as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Davis, that Regulations 16 and 17 be deleted.

On the vote being taken on the Amendment as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Davis, that Regulation 18 be amended to read: Trustees may ask questions of the delegation for a maximum of three minutes.

On the vote being taken on the Amendment as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Davis, that Regulation 26 be amended to read: Where an item has been referred, staff will communicate follow-up actions to the Delegation.

On the vote being taken on the Amendment as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy, that Regulation 27 be deleted.

On the vote being taken on the Amendment as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Davis, that under Evaluation and Metrics, staff develop an assessment tool to determine the efficacy of the policy at the end of the first year of the administration of the policy.

On the vote being taken, on the Motion, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Davis, that item 13e) be adopted as follows:

**13e) Protocol for Meeting Agenda Management** – deferred to the September 2016 Meeting of the Committee.

On the vote being taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
Davis  
Kennedy

The Motion to defer was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Kennedy, that the meeting adjourn.

CARRIED

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SECRETARY

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CHAIR



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### PROTOCOL FOR MEETING AGENDA MANAGEMENT

*Now faith is confidence in what we hope for and assurance about what we do not see.  
Hebrews 11:1*

Created, Draft	First Tabling	Review
May 31, 2016	June 14, 2016	
Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
<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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.*


**G. Poole**

Associate Director of Academic Affairs

**A. Sangiorgio**

Associate Director of Planning and Facilities

**C. Jackson**

Executive Superintendent of Business Services and Chief Financial Officer

**Angela Gauthier**

Director of Education

## **A. EXECUTIVE SUMMARY**

This report recommends that Trustees and staff adopt a consistent protocol across all departments for meeting agenda management.

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Governance and Policy Committee through a Trustee request. On May 4, 2016, during a teleconference to review the Governance and Policy Committee agenda for the May 10, 2016 meeting, the Chair and Vice Chair requested that staff recommend a protocol for meeting agenda management.

## **C. BACKGROUND**

This Recommendation Report is before the Governance and Policy Committee as there is not a clear and streamlined approach to meeting agenda management. Trustees wish to communicate to all staff the proper protocol to follow when items are added to meeting agendas, the process for review of the agenda items, and approval of the agenda items. Trustees would like the same process followed for setting the agenda for all meetings to allow for consistency and standardization across all committees.

## **D. VISION**

Staff recommend the following protocol to be implemented for meeting agenda management:

- All reports to be added to the agenda are to be first reviewed by the Staff Lead or delegate before submission to Education Council or Director's Council.
- After approval at Director's Council, Staff Lead or delegate is to ensure all reports due at the committee meeting are on the agenda for review by the Chair and Vice-Chair of the committee.
- Seven (7) days before the committee meeting, Staff Lead or delegate is to hold a conference call with Chair and Vice-Chair to review and discuss the proposed agenda for the upcoming meeting.

- If additional items are added to the agenda or the agenda changes after the conference call, the Staff Lead is to notify the Chair and Vice-Chair of the addition or change.

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report be monitored and implemented by policy development staff.
2. Further reports will be brought as deemed necessary.

## **F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. The approved protocol should be implemented by staff and members of the relevant committees as set out in the protocol.
2. The protocol should be communicated to all staff via the responsible associate directors.
3. The protocol should be posted on the “Committees of the Board” website for ease of access and future reference.

## **G. STAFF RECOMMENDATION**

Staff recommend Trustees approve the following protocol for Committee meeting agenda management:

- All reports to be added to the agenda are to be first reviewed by the Staff Lead or delegate before submission to Education Council or Director’s Council.
- After approval at Director’s Council, Staff Lead or delegate is to ensure all reports due at the committee meeting are on the agenda for review by the Chair and Vice-Chair of the committee.
- Seven (7) days before the committee meeting, Staff Lead or delegate is to hold a conference call with Chair and Vice-Chair to review and discuss the proposed agenda for the upcoming meeting.

If additional items are added to the agenda or the agenda changes after the conference call, the Staff Lead is to notify the Chair and Vice-Chair of the addition or change.



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

# GOVERNANCE AND POLICY COMMITTEE PROTOCOL FOR MEETING AGENDA MANAGEMENT

Created, Draft	First Tabling	Review
May 4, 2016	September 13, 2016	
Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
<b>RECOMMENDATION REPORT</b>		

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R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

This report recommends that the Governance and Policy Committee adopt a protocol for meeting agenda management.

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Governance and Policy Committee through a Trustee request. On May 4, 2016, during a teleconference to review the Governance and Policy Committee agenda for the May 10, 2016 meeting, the Chair and Vice Chair requested that staff recommend a protocol for meeting agenda management.

## **C. BACKGROUND**

This Recommendation Report is before the Governance and Policy Committee as there is not a clear and streamlined approach to meeting agenda management. Trustees wish to communicate to all staff the proper protocol to follow when items are added to the Governance and Policy Committee meeting agenda, the process for review of the agenda items, and approval of the agenda items.

## **D. VISION**

Staff recommend the following protocol to be implemented for Governance and Policy Committee meeting agenda management:

- All reports to the Governance and Policy Committee are to be first reviewed by the Staff Lead or delegate before submission to Education Council or Director's Council.
- After approval at Director's Council, Staff Lead or delegate is to ensure all reports due at the Governance and Policy Committee Meeting are on the agenda for review by the Chair and Vice-Chair of the Governance and Policy Committee.
- 10 days before the Governance and Policy Committee meeting, Staff Lead or delegate is to hold a conference call with Chair and Vice-Chair to review and discuss the proposed agenda for the upcoming meeting.

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report be monitored and implemented by policy development staff.
2. Further reports will be brought as deemed necessary.

## **F. IMPLEMENTATION & STRATEGIC COMMUNICATIONS**

1. The approved protocol should be implemented by staff and members of the Governance and Policy Committee as set out in the protocol.
2. The protocol should be communicated to all staff via the responsible associate directors.
3. The protocol should be posted on the Governance and Policy Committee website for ease of access and future reference.

## **G. STAFF RECOMMENDATION**

Staff recommend Trustees approve the following protocol for Governance and Policy Committee meeting agenda management:

- All reports to the Governance and Policy Committee are to be first reviewed by the Staff Lead or delegate before submission to Education Council or Director's Council.
- After approval at Director's Council, Staff Lead or delegate is to ensure all reports due at the Governance and Policy Committee Meeting are on the agenda for review by the Chair and Vice-Chair of the Governance and Policy Committee.
- 10 days before the Governance and Policy Committee meeting, Staff Lead or delegate is to hold a conference call with Chair and Vice-Chair to review and discuss the proposed agenda for the upcoming meeting.



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### SUSPECTED CHILD ABUSE REPORTING

***WHAT CAN YOU DO TO PROMOTE WORLD PEACE? GO HOME  
AND LOVE YOUR FAMILY – MOTHER TERESA***

Created, Draft	First Tabling	Review
April 25, 2016 Cristina Fernandes, Superintendent of Special Services John Wilhelm, Chief Social Worker	September 13, 2016	Click here to enter a date.
<b>RECOMMENDATION REPORT</b>		

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R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

The foundation of all Catholic social teaching is the belief in the inherent dignity of the human person because every human life is sacred and created in the image of God. It is the policy of the Toronto Catholic District School Board that employees shall comply fully with the Child and Family Services Act and report forthwith any suspicion of child abuse or neglect of pupils of the Board directly to a Children's Aid Society.

## **B. PURPOSE**

To assist the TCDSB with its responsibility to communicate employees' legal requirement and ethical obligation to report suspected child abuse it is recommended that S. 17 Suspected Child Abuse Reporting, Regulation 2 be amended.

## **C. BACKGROUND**

1. November 14, 2007 - The TCDSB Policy for Suspected Child Abuse Reporting (S.17) was approved.
2. In each October, during Child Abuse Awareness month, all board employees are reminded through e-mail of the TCDSB policy and their duty to report suspected child abuse. Furthermore, every three years all schools receive an in-service regarding the policy. Many schools request in-services on an annual basis.
3. February 14, 2014 - Following the 2013-2014 Coroner's inquest into the death of Jeffrey Baldwin, several recommendations were directed to The Toronto District School Board and The Ministry of Education regarding the review of policies and procedures; particularly related to the training of suspected child abuse.
4. April 29, 2016 - Following the 2016 Coroner's inquest into the death of Katelynn Sampson, 173 recommendations were directed toward government offices and organizations including The Ministry of Education and The Toronto District School Board. At the heart of the jury's recommendations is "Katelynn's Principle", which states that "the child must be at the centre, where they are the subject of or

receiving services through the child welfare, justice and education systems”.

5. June 4, 2015 - In recognition of its commitment to promote the duty to report and ensure that the legal obligations of teaching professionals are given adequate attention, the Ontario College of Teachers released a professional advisory. This advisory provides direction and guidance emphasizing the importance of knowing legal and ethical obligations to report abuse and neglect.
6. May 2016 – A recommendation that S. 17 Suspected Child Abuse Reporting, Regulation 2 be amended. from “All employees will be reminded annually of their legal obligations to report suspected cases of child abuse or neglect” to “All employees are required to review the TCDSB media clip regarding Reporting Suspected Child Abuse and Neglect on an annual school year basis”.

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

1. According to a Toronto Catholic Children’s Aid survey, 50% of persons indicate a reluctance to report suspected child abuse. Respondents suggested that they were more likely to report abuse if they were completely certain that abuse has occurred. Delivering in-services and reviewing a media clip will act as a reminder that the Child and Family Services Act requires school professionals to report suspicions of child abuse and not to attempt to verify or dismiss disclosures without the support of trained investigators.
2. It is the policy of the Toronto Catholic District School Board that employees shall comply fully with the Child and Family Services Act and report forthwith any suspicion of child abuse or neglect of pupils of the Board directly to a Children’s Aid Society. Regulations of the policy currently state that “the Board shall ensure that employees are aware of definitions of child abuse” and that “all employees will be reminded annually of their legal obligations to report suspected cases of child abuse”.
3. Most concerns from TCDSB employees regarding suspected child abuse will be placed to the Catholic Children’s Aid Society of Toronto. The

TCDSB has enjoyed a longstanding relationship with this Catholic agency including a long history of representation on their Board of Directors. The Catholic Children's Aid Society of Toronto continues to partner with the TCDSB in providing workshops, training and policy development that is congruent with our Catholic faith and values.

4. To assist the TCDSB with its responsibility to communicate employees' legal requirement and ethical obligation to report suspected child abuse, all employees will be asked annually to view a 17 minute media clip. All principals will be encouraged to facilitate the viewing of the media clip at staff meetings or PA days. It is also recommended that sufficient time be allotted to permit discussion of concerns and questions related to the reporting of suspected child abuse and that a School Social Worker be present at the staff meeting to answer questions and support staff with this difficult issue. For those who are unable to attend the designated staff meeting, the media clip can be viewed all at once or in each of its four segments on separate occasions. A system to track and remind staff of the requirement to view the media clip has been developed.
5. In addition, School Social Workers will schedule two additional specifically designated times in each school reserved to speak with staff about suspected child abuse reporting procedures. This will allow staff to ask questions in a more -private setting.
6. Also, a poster reminding staff of the duty to report suspected child abuse and the contact information for Catholic Children's Aid Society will be developed and placed in staff offices.

## **E. VISION**

<b>VISION</b>	<b>PRINCIPLES</b>	<b>GOALS</b>
All TCDSB Staff will be familiar with their ethical and legal obligation to report suspected child abuse in a timely manner.	With many waking hours spent in the Catholic School System, TCDSB staff members are in a position to be aware of indicators of possible physical, emotional and	All TCDSB employees will be reminded of their ethical and legal obligation to report suspect child abuse in a timely manner.

VISION	PRINCIPLES	GOALS
	<p>sexual abuse, and neglect.</p> <p>Early identification of child abuse and neglect can help to ensure that children remain safe. As Catholic Educators we have the added responsibility of nurturing the spirit within our students while in a safe and welcoming learning environment.</p> <p>Identifying and reporting child abuse and neglect requires every individual to take appropriate action within our Catholic community. In recognition that this may be difficult, support and assistance are available through the TCDSB Social Work Department.</p>	<p>A media clip has been developed and can be made available to all TCDSB employees.</p> <p>A system for monitoring the viewing of the media clip has been developed including an electronic sign off.</p> <p>TCDSB School Social Workers will be available to answer questions to parents and/or staff regarding the TCDSB Suspected Child Abuse Reporting policy on an ongoing basis. TCDSB School Social Workers will also schedule specific times in every school providing opportunities for school staff to ask questions related to the policy and/or procedures.</p>

## F. ACTION PLAN

### Resource & Compliance Requirements

Resources	#1
Curriculum/ Professional Learning	Professional learning will include the annual viewing of the TCDSB Suspected Child Abuse media clip. TCDSB School Social Workers will be available at staff meetings as well as subsequent opportunities for staff to review and ask questions

	related to the policy and procedures.
Human Resources	<p>Developing a monitoring and reminder system has required the support of the I.T. department and 21<sup>st</sup> Century Learning.</p> <p>Developing a media clip required support from the Social Work Department.</p> <p>Providing Social Work support to staff to understand and report suspected child abuse as appropriate and required.</p>
Costs/Funding Source	<p>In kind studio time and production support for the media clip has been provided by <i>Partners for Planning</i>.</p> <p>Cost of the development and printing of posters will be ascertained.</p>
Legal/Policy Compliance	The TCDSB Suspected Child Abuse Reporting Policy and Guidelines are in compliance with the Child and Family Services Act and privacy legislation.

## G. METRICS AND ACCOUNTABILITY

1. All employees will be informed on an annual basis of the TCDSB Suspected Child Abuse Reporting Policy.
2. Employees will be asked to “sign off” that they have viewed the media clip on an annual basis.
3. TCDSB School Social Workers will be available to attend a scheduled staff meeting in each school on an annual basis to view the media clip and to answer questions related to reporting suspected child abuse. These scheduled availabilities will be tracked through the Social Work Department.
4. TCDSB School Social Workers will also schedule two additional time periods dedicated to meeting with any staff who has questions about reporting suspected child abuse. These scheduled availabilities will be tracked through the Social Work Department.

## **H. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. All TCDSB employees will be reminded on an annual basis of their ethical and legal obligation to report suspected child abuse in a timely manner. A media clip has been developed and can be made available to all TCDSB employees. A system for monitoring the viewing of the media clip has been developed including an electronic sign off. TCDSB School Social Workers are continually available to answer questions to parents and/or staff regarding the TCDSB Suspected Child Abuse Reporting policy. TCDSB School Social Workers will schedule specific times in every school providing opportunities for school staff to ask questions related to the policy and/or guidelines.
2. School principals will receive a brief in-service on the policy at principal meetings. The availability of the media clip will be communicated to all staff through e-mail and the TCDSB website.
3. A message regarding the reporting of suspected child abuse will be made available for insertion into school newsletters. TCDSB School Social Workers are available on an ongoing basis to answer parent or student questions regarding the TCDSB Suspected Child Abuse Policy and Guidelines. School Social Workers are also available to attend Catholic School Parent Council meetings.

## **I. STAFF RECOMMENDATION**

It is recommended that the board approve a motion that Regulation 2 of the TCDSB Suspected Child Abuse Reporting Policy be amended to “*All employees are required to review the TCDSB media clip regarding Suspected Child Abuse and Neglect on an annual school year basis*”.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: SUSPECTED CHILD ABUSE REPORTING

POLICY NO: S. 17

**Date Approved:**

November 14, 2007

**Date of Next Review:**

September 2021

**Dates of Amendments:**

September 2016

**Cross References:**

**S.S. 04 Access to Students in Schools**

*Child and Family Services Act*

TCDSB: Child Abuse, Procedures for the Identification and Reporting of Suspected Child Abuse and Neglect, 3<sup>rd</sup> edition

**Appendices:**

Procedures for the Investigation and Reporting of Child Abuse—Manual

Record of suspected Child Abuse—Form

Student is Apprehended Without a Warrant—Form

**Purpose:**

To assist the TCDSB with its responsibility to communicate employees' legal requirement and ethical obligation to report suspected child abuse.

**Scope and Responsibility:**

This policy applies to all members of the TCDSB community. The Director is responsible for this policy with the support of Special Services.

**Alignment with MYSP:**

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: SUSPECTED CHILD ABUSE REPORTING

POLICY NO: S. 17

### Policy:

The Toronto Catholic District School Board is committed to the Board's mission of providing a safe and welcoming learning environment that is an example of Christian Community. This mission is affirmed in TCDSB policies. Every member of this community - student, teacher, parent/guardian, support staff, trustee, parish priest or others while on TCDSB property and at TCDSB sponsored events – is governed by the policies of the TCDSB and shares in the responsibility for creating an environment that is safe, harmonious and respectful.

It is the policy of the Toronto Catholic District School Board that employees shall comply fully with the *Child and Family Services Act* and report forthwith any suspicion of child abuse or neglect of pupils of the Board directly to a Children's Aid Society.

### Regulations:

1. The Board shall ensure that employees are aware of **the legal requirement and ethical obligation to report suspected child abuse.**
2. All employees **are required to review the TCDSB media clip regarding Suspected Child Abuse and Neglect on an annual school year basis.**
3. The dignity and privacy of the child will be respected in all circumstances.
4. Employees shall cooperate with the Investigative Team of Children's Aid workers and police.
5. Appropriate documentation shall be maintained by employees who receive a disclosure and those who report suspected child abuse.



**POLICY SECTION: SCHOOLS**

**SUB-SECTION:**

**POLICY NAME: SUSPECTED CHILD ABUSE REPORTING**

**POLICY NO: S. 17**

6. Reporting procedures have been developed for the situation when the alleged abuser is a Board employee. Under no circumstances shall the implicated staff member be contacted regarding allegations or disclosures until specific instructions are received from the Investigative Team.
7. Upon notice of an allegation of abuse against an employee of the Board, which the Director (or Designate) believes is serious, the Director shall remove the employee from direct unsupervised contact with students.
8. A manual detailing guidelines and procedures to be followed for the identification and reporting of suspected child abuse and neglect has been developed under the auspices of the Director and is available to all employees.

APPENDIX A



**POLICY SECTION: SCHOOLS**

**SUB-SECTION:**

**POLICY NAME: SUSPECTED CHILD ABUSE REPORTING**

**POLICY NO: S. 17**

### **Definitions:**

#### **Child Abuse**

For the purposes of this policy, child abuse is any form of physical harm, emotional deprivation, neglect or sexual mistreatment which can result in injury or psychological damage to a child.

### **Evaluation and Metrics:**

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

- **The percentage of staff that have reviewed the TCDSB Reporting Suspected Child Abuse media clip during each school year;**
- **The percentage of TCDSB schools that have engaged in a presentation regarding reporting suspected child abuse during each school year;**
- **Feedback from the Toronto Catholic Children's Aid Society and other Toronto Child Protection agencies.**



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### FACILITIES SERVICES POLICIES TO BE RESCINDED

*"I can do all this through Him who gives me strength."  
Philippians 4:13 (NIV)*

Created, Draft	First Tabling	Review
August 29, 2016	September 13, 2016	
C. Kavanagh, Senior Manager, Employee Relations & Policy Development M. Puccetti, Superintendent of Facilities Services		
<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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.*



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

This report identifies and recommends Board policies to be rescinded.

This report further recommends the approval of the partially consolidated policy B.B. 01 Facilities Management and the TCDSB Facilities Services Operating Procedure.

## **B. PURPOSE**

1. Staff are to bring forward Policy Recommendation reports in accordance with Meta Policy M.01.
2. The policies identified are obsolete, no longer relevant, and are either operational and/or closely mirror language in the *Education Act*.

## **C. BACKGROUND**

1. On March 20, 2012, the Board approved M. 01 Meta Policy, providing a framework by which all subsequent policy revision was to be guided.
2. On January 31, 2013, the Board adopted a framework for policy review that consisted of 5 actions for consideration:

**RESCIND** the policy because it:

- is operational and belongs in a procedural guideline or manual easily accessible by all stakeholders;
- closely mirrors language in the *Education Act* or other relevant legislation;
- does not comply with current legislation; and/or
- Originated from an initiative implemented by an external agency but the service/program no longer exists.

**REVISE** the policy because:

- it needs to be updated in order to comply with legislation or regulation;

- components of the policy reflect guidelines and operational procedures; and/or
- the policy and regulation statements need to be re-written to accurately reflect the TCDSB Multi-Year Strategic Plan and conform to the meta policy template.

**CONSOLIDATE** policies because:

- they are very succinct and narrow in focus;
- many brief, specific policies share a common theme with other policies;
- a single themed policy can more accurately align with the Multi Year Strategic Plan (MYSP);
- a newly consolidated policy can provide greater consistency with legislation and/or industry standards; and/or
- it will reduce the number of policies on the register and provide greater ease of navigation for all stakeholders.

**RE-FORMAT** the policy because:

- it was enacted by the Board as a policy with in the past year, but it is not written in the proper Meta Policy template.

**NO ACTION** is required for a policy when:

- it already has been enacted in the proper Meta Policy template.

3. The following policies have been identified to be rescinded. Appendix A attached includes the following policies to be rescinded:
  - a. Design Modification (B.B.01)
  - b. School Design – New and Addition (B.B.02)
  - c. Portables – cluster (B.B.03)
  - d. Playground Equipment (B.G.01)
  - e. Fencing (B.G.02)
  - f. Weed Control (B.G.03)
  - g. Parking – School Use (B.G.06)
  - h. Architects (B.M.02)

- i. Additions and Replacements – Priority and Funding (B.M.03)
- j. Capital Expenditure Forecast (CEF) Categories (B.M. 04)
- k. Carpet (B.P.01)
- l. Window Coverings (B.P.04)
- m. Telephones in Schools (B.P.05)

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

1. The analysis below indicates the reason for the recommendation that the following policies be rescinded.
  - a. Design Modification (B.B.01) – No longer in accordance with the current procedure. Design modification to existing school fall under School Renewal Programme or special programming funding that is made available. Renewal projects are identified through the School Renewal Plan based on the available funding from the Ministry of Education. Has been incorporated into the Facilities Services Operational Procedure under Capital Services and School Renewal responsibilities.
  - b. School Design – New and Addition (B.B.02) – No longer in accordance with current procedure. Capital priorities projects are identified by Board based on criteria matrix and submitted to the Ministry of Education for Capital Funding. Has been incorporated into the Facilities Services Operational Procedure under Capital Services and School Renewal responsibilities.
  - c. Portables – cluster (B.B.03) – Outdated. Clustered portables were originally installed as a temporary fix to address the influx of student population due to the growth of the City in the late 70s and early 80s. Clustered portables that were installed have all been removed. The cost to install clustered portable is not financially feasible as these temporary structure require extensive maintenance 5 years after installation but requires a similar municipal approval process for an addition. Single portables are installed at schools now. Annual

portable needs assessment is brought forward to the Board for approval.

- d. Playground Equipment (B.G.01) – No longer in accordance with current procedures. Funding is through non facilities sources such as Catholic School Parents Committee (CSPC), fund-raising or municipal development contributions. Procedure follows Board's Procurement Policy under Purchasing Procedures. Funding, type and location of the structure is completed by Facilities staff in consultation with the school community. Replaced structure are permitted but must meet CSA standard with annual inspection.
- e. Fencing (B.G.02) – Outdated. Fencing height is determined by the jurisdictional requirement for fence height such as City of Toronto By-Law, Day Nursery Act or Site Plan Approval for new construction.
- f. Weed Control (B.G.03) – Operational. Has been incorporated into the Facilities Services Operational Procedure under School Operation and Maintenance responsibilities.
- g. Parking – School Use (B.G.06) – Covered under site safety design standard.
- h. Architects (B.M.02) – Covered under TCDSB Purchasing Policy and Procedure.
- i. Additions and Replacements – Priority and Funding (B.M.03) – Outdated. There are new Ministry of Education requirements for capital funding based on EDU capital priority criteria. Boards are no longer permitted to use Proceeds of Disposition (POD) to fund capital projects and must seek Ministry approval to use POD, whether to fully and partially fund a capital project.

- j. Capital Expenditure Forecast (CEF) Categories (B.M. 04) – Outdated. Capital priorities projects are identified by the Board based on criteria matrix and submitted to the Ministry of Education for capital funding. Funding may come from the Ministry or other identified funding sources such as development trust or joint venture initiatives. As of 2015, individual capital project budgets are subject to Board and Ministry approval.
  - k. Carpet (B.P.01) – Outdated. Carpets are no longer installed at schools as it contributes to allergies among students and staff. Carpets were typically installed in kindergarten classroom and libraries; rubber flooring is the current floor finish standard that provides softer surface for student to sit on if preferred. Area rug can also be purchased by the school if desired through Board’s Purchasing Procedures.
  - l. Window Coverings (B.P.04) – Covered under Threat to School Safety Procedure re: lockdowns.
  - m. Telephones in Schools (B.P.05) – Covered under TCDSB Structured Cabling System Design Guidelines and Installation Standards and outdated.
2. B.B. 01 Facilities Management, as detailed in Appendix B, and TCDSB Facilities Services Operating Procedure, as detailed in Appendix C, are intended to replace and consolidate the rescinded policies to accurately align with the MYSP and provide greater consistency with legislation and industry standards.

## **E. METRICS AND ACCOUNTABILITY**

- 1. Recommendations in this report will be monitored by policy development staff and the Superintendent of Facilities Services.
- 2. Further reports to Board regarding recommended changes or updates to the policy will be brought as necessary.

## **F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. Staff to ensure policies are rescinded from policy register.
2. Staff to post B.B. 01 Facilities Management and the Facilities Services Operating Procedure to the TCDSB policy register.

## **G. RECOMMENDATIONS**

1. That the following policies be rescinded:
  - a. Design Modification (B.B.01)
  - b. School Design – New and Addition (B.B.02)
  - c. Portables – cluster (B.B.03)
  - d. Playground Equipment (B.G.01)
  - e. Fencing (B.G.02)
  - f. Weed Control (B.G.03)
  - g. Parking – School Use (B.G.06)
  - h. Architects (B.M.02)
  - i. Additions and Replacements – Priority and Funding (B.M.03)
  - j. Capital Expenditure Forecast (CEF) Categories (B.M. 04)
  - k. Carpet (B.P.01)
  - l. Window Coverings (B.P.04)
  - m. Telephones in Schools (B.P.05)
2. That the consolidated policy B.B. 01 Facilities Management and the TCDSB Facilities Services Operating Procedure be approved.



## TCDSB Policy Register

### Design Modifications B.B.01

#### Policy

1. The TCDSB shall consider all existing schools with both closed and open classrooms, for possible design modifications when requested according to the regulations.

2. Design modification may include the following elements when feasible:

a) a central library resource centre free from distraction,

b) instructional areas varying in size so as to provide an adaptive learning environment and including:

i) some conventional classrooms;

ii) some open areas for instructional purposes;

iii) designed facilities for special areas of the curriculum such as JK, SK, special education, music, family studies, design technology, science, etc.

c) accessibility for the handicapped to the school, to school washrooms and instructional rooms, as well as being mindful of their needs in the practical day to day encounters within the school.

#### Regulations:

1. For purposes of school design modifications, the school community shall be defined as: separate school ratepayers within the catchment area of the school, staff of the particular school, Curriculum Support Unit supervisory officers, pastor(s), local trustee, and others who have an interest in the school.

2. The recommendations for design changes, to bring about improvement of instruction, shall be processed to the Board through the Curriculum Support Unit:

a) by the principal on behalf of the school staff, OR

b) by the principal or chairman of the Catholic School Advisory Council on behalf of the Catholic School Advisory Council following one or more meetings to which the community has been invited, at which the matter of school design has been fully explained and discussed.

3. A staff report concerning the need for a design change shall accompany the request for a change.

4. The design committee shall recommend the method of design modification based on the wishes of those requesting the change, the cost, and the structural design of the building.

5. The basic design concept of double classroom pods and single classrooms shall be used as an initial design guideline.

6. Requests for design modifications shall be considered with the capital expenditure forecast and the current annual budget.

*BM p 126, 19 Jun 86; BM p 26, Feb 77*

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## TCDSB Policy Register

### School Design- New And Additions B.B.02

#### Policy

The design of new schools and additions shall be submitted to a meeting of the school community for its consideration and recommendations before being acted upon by the Board.

#### Regulations:

1. The principal, in conjunction with the Curriculum Support Unit Superintendent and chairman of the Catholic School Advisory Council, shall:
  - a) determine convenient date, time and place for the meeting,
  - b) prepare agenda for the meeting,
  - c) invite the local trustee(s) to the meeting,
  - d) send notices of the meeting to all trustees and the Director of Education.
2. For purposes of school design, the school community shall be defined as:
  - a) parents of students attending the school,
  - b) staff of the particular school,
  - c) supervisory officers of the school,
  - d) pastor(s),
  - e) local trustee,
  - f) others who have an interest in the school.
3. The design of a new school or of an addition to an existing school shall consider accessibility for the handicapped to the school, to washrooms and to instructional rooms, as well as being mindful of their needs in the practical day to day encounters within the school.
4. The recommendations of the school community, for design changes to bring about improvement of instruction, shall be processed to the Board through the established administrative procedures.

*BM p 126, 19 Jun 86; BM, May 77.*

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## TCDSB Policy Register

### PORTABLES - CLUSTERED B.B.03

#### Policy

Clustered portables shall be considered in the following situations:

1. when establishing new schools (elementary and secondary) where MET approval for a permanent facility is not forthcoming,
2. where MET approval for a permanent school addition is not forthcoming,
3. when a site becomes overcrowded with single portables.

*BM p 126, 19 Jun 86; BM p 574, May 80.*

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APPENDIX A



## TCDSB Policy Register

### Playground Equipment B.G.01

**Date Approved:**

February 17, 2005 – Board Meeting

**Dates of Amendment:**

BM p 126, 19 Jun 86; BM p 216, 21 Oct 82; BM p 315, Mar 80.

**Cross Reference:**
**Policy**

Every school community will have suitable playground equipment to enhance the learning environment of students.

**Regulations:**

1. Subject to budgetary consideration, the Board will provide a maximum financial contribution for the installation of playground equipment at every TCDSB elementary school if requested by the school community.
2. The maximum Board financial contribution for playground equipment will be approved by the Board of Trustees and updated as required.
3. The TCDSB Playground Equipment Eligibility Criteria will be approved by the Board of Trustees and updated as required.
4. Individual school eligibility for any Board approved funding allocation for the purchase and installation of playground equipment will follow the ranking established utilizing the TCDSB Playground Equipment Eligibility Criteria.
5. Where playground equipment is being considered by a school community, the school's Superintendent of Education shall make the school community aware of the financial, safety, and social implications of such installation.
6. Elements of diversity, flexibility, child-scale, sensory stimulation, and safety will be included in the schoolyard design.
7. Playground equipment suitable for students with special needs shall be considered when the selection is made.
8. The school community, Principal, Superintendent of Education, and the Executive Superintendent of Planning and Facilities or designate shall collaboratively review the choice of playground equipment to ensure quality, safety, and functional use on site.
9. The Principal will highlight the safety aspects of the playground equipment to the school community on an annual basis.
10. All playground equipment installed on a TCDSB site shall comply with Board specifications and other jurisdictional codes. The Board is responsible for the maintenance and inspection of the equipment and site.
11. All playground equipment purchased with Board funds must comply with the TCDSB approved Procurement Process.
12. The maximum Board financial contribution will be used for playground structures/equipment, installation, and site preparation as required.
13. Individual School Communities are responsible for funding the purchase, installation, and site preparation for playground structures or equipment costing in excess of the maximum Board financial contribution. Such structures or equipment shall comply with Board specifications and other jurisdictional codes, and the purchase must comply with the TCDSB approved Procurement Process.
14. Insurance for public liability will be the responsibility of the TCDSB if the equipment is on TCDSB property.
15. School communities may apply to the Board of Trustees for funding to purchase play structures or equipment that exceeds the maximum Board Financial Contribution if circumstances warrant.
16. Installation of donated playground equipment is the responsibility of the donor. All equipment donated to the Board, if accepted by the Board, shall become the property of TCDSB and must meet Board standards.
17. Where outside agencies such as the City of Toronto have proposed a cost sharing arrangement for the provision and installation of playground equipment, TCDSB shall have regard for City of Toronto criteria in selecting candidate sites for funding under this program.

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## TCDSB Policy Register

### Fencing B.G.02

#### Policy

Fencing shall be installed as required to provide a safe environment for the school community.

#### Regulations:

The Director of Education shall have the discretionary authority to administer the policy as the need arises, with the following regulations as guidelines:

1. There will be fencing abutting private property at a minimum of six feet or as permitted by jurisdictional authorities.
2. Fencing between public parks and schools will be at the discretion of the principal and appropriate Curriculum Support Unit Superintendent.
3. Parking lots shall be separated from play areas by means of a four foot high fence or other physical barrier.
4. Kindergarten play areas located on front lawns will have a safe physical separation for the students at the discretion of the principal and appropriate Curriculum Support Unit Superintendent.
5. Play yards adjacent to roadways will have a safe physical separation for the students at the discretion of the principal and appropriate Curriculum Support Unit Superintendent.
6. Openings in fences for vehicular traffic will be protected by gates where required.

*BM p 126, 19 Jun 86; BM, Jun 76.*

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## TCDSB Policy Register

### WEED CONTROL B.G.03

#### Policy

The TCDSB shall control the growth of weeds on its property through safe, non-chemical alternatives. Herbicide application is prohibited.

#### Regulations:

TCDSB shall implement its weed control program through traditional horticultural practices like regular grasscutting, aeration and fertilization.

*Admin. Services Meeting 17 May 01, BM p 126, 19 Jun 86; BM p 497, May 81.*

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APPENDIX A



## TCDSB Policy Register

### Parking- School Use B.G.06

#### Policy

1. The playground shall be made inaccessible to vehicular traffic by an appropriate means, (fences, gates, etc.) and signs shall be posted at each vehicular gate indicating that drivers must report to the office.
2. The parking area for staff and visitors shall be made inaccessible to students at each school, wherever possible.
3. Vehicular movement on school playground areas during the day will be accompanied by a member of the school staff when students are present.
4. Separated parking lot and play areas shall be incorporated into future site design for new buildings and additions.
5. A preferred parking space will be identified for the handicapped.

*BM p 126, 19 Jun 86; BM, Oct 75.*

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APPENDIX A



## TCDSB Policy Register

### Architects B.M.02

#### Policy

The Board shall employ architects who are capable of designing educationally effective as well as cost efficient buildings.

#### Regulations:

1. Architects shall be selected where they have demonstrated

good performance including cost, design and time line - contract production and supervision.

2. Subject to regulation 1. hereof in the case of additions, the original architect for the existing building will be given preference.

3. Architectural firms wishing to do work for the Board shall be requested to provide updated brochures.

4. For each building program, some consideration shall be given to recommending architects new to the Board.

5. The formal architect/client agreement shall be the standard form adopted by the Board.

*BM p 126, 19 Jun 86; BM p 326, May 78.*

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## TCDSB Policy Register

### Additions And Replacements- Priority And Funding B.M.03

#### Policy

The "Ministry Equity Capital Reserve" (MECR) and the "Board Equity Capital Reserve" (BECR), derived from the disposal of surplus sites, shall be used on a first priority basis to fund additions and/or replacements which do not receive an MET allocation.

#### Regulations:

1. The priority list which indicates the need for a replacement of or an addition to a school shall be updated annually in the Board's Capital Expenditure Forecast (CEF) submitted to the MET.

2. After receipt of the MET allocations, the priority list shall be used annually to identify the addition(s) and/ or replacement(s) to be considered for construction from the reserve fund.

*BM p 126, 19 Jun 86; BM p 476, Apr 80.*

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APPENDIX A



## TCDSB Policy Register

### Capital Expenditure Forecast (CEF) Categories B.M.04

#### Policy

The capital expenditure forecast (CEF) shall be developed annually according to objective criteria to select the capital projects within each category.

#### Regulations:

1. Capital projects shall be prioritized within the following categories:

- a) site acquisition,
- b) new construction,
- c) additions,
- d) replacements,
- e) general purpose room - enrolment 650 and over,
- f) major renovations,
- g) portables,
- h) design modifications.

2. Capital projects shall be prioritized within these categories in accordance with objective criteria approved by the Board.

*BM p 126, 19 Jun 86; BM p 286, Feb 83.*

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## TCDSB Policy Register

### Carpet B.P.01

#### Policy

The Board shall provide carpet where required to satisfy academic and administrative needs.

#### Regulations:

1. The installation of carpet shall be limited to the areas as follows:

- a) kindergarten classroom, other than wet area;
- b) special education classrooms, other than wet area;
- c) multiple use areas (e.g. open or activity based classroom area, theatre arts);
- d) library and library support areas;
- e) administrative areas;
- f) staffroom, other than eating and kitchen area;
- g) music classroom; and,
- h) theatre arts.

2. Notwithstanding 1.i) hereof, the first twelve feet from the entrance doors of clustered portables will be covered with a resilient material.

*BM p 180, 16 Mar 89; BM p 126, 19 Jun 86.*

---

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## TCDSB Policy Register

### Window Coverings B.P.04

#### Policy

Appropriate window coverings shall be provided for all schools.

#### Regulations:

1. Window coverings for school facilities will be plastic vinyl or equivalent on a single track system.
2. Drapery cloth fabric or blinds will be limited for use in administrative units, staff lounges and for stages.
3. The principal and/or the appropriate Curriculum Support Unit Superintendent of Education will select the colours.

*BM p 126, 19 Jun 86; BM, 76.*

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APPENDIX A



# TCDSB Policy Register

## Telephones In Schools B.P.05

### Policy

All schools will be provided with an adequate telephone communications system.

#### Regulations:

1. a) The following areas qualify for a telephone set: principal's office, vice principal's office (each), secretary (each), staff room (one), guidance (each staffed office), athletic office (each), library, chaplain's office, cafeteria office, and health room.
- b) The following areas, with the approval of the appropriate Curriculum Support Unit superintendent, qualify for a telephone set: department head offices, auditoria, additional staff rooms and extraordinary circumstances.
- c) Where a school has two campuses, the annex may be provided with one additional line and one additional extension.
- d) Where a school has more than one building on the same campus, each student loaded permanent building will be equipped with an extension telephone set.
2. Telephone lines shall be provided on a need basis which is directly related to the number of sets and jacks:
3. A telephone jack will be provided for each school as the computerized energy management system is implemented.
4. Each school will be provided with a jack for a telephone answering machine if required by the school's safe arrival program. A telephone answering machine for use only outside of regular school hours requires the approval of the appropriate Curriculum Support Unit superintendent.
5. All lines entering a school will be directed to a common equipment room and appear on the secretary's telephone set.
6. All telephone systems will be configured to include multiple intercom paths.
7. All telephone systems will include a privacy feature as a requirement for all telephone sets.
8. All telephone systems will permit dial access to the school's public address system to the extent that an all call address can be made from the principal's telephone.
9. Secondary schools may have at least one pay telephone for student and visitor use and the telephone(s) should be installed on a non guarantee basis, where possible.
10. Where student councils have their own offices and wish to install a telephone, they may do so at no cost to the Board.

*BM p 151, 21 Aug 86; BM, Jan 79; BM p 543, 544, Jul 76.*

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**POLICY SECTION:** BUILDING/PLANT/GROUNDS  
**SUB-SECTION:** FACILITIES MANAGEMENT  
**POLICY NAME:** FACILITIES MANAGEMENT  
**POLICY NO:** B.B. 01

<b>Date Approved:</b>	<b>Date of Next Review:</b>	<b>Dates of Amendments:</b>
<b>Cross References:</b>  F.P. 01 Purchasing Policy S. 25 Good Neighbour Policy		
<b>Appendix – TCDSB Facilities Services Operational Procedures</b>		

### **Purpose**

To provide greater accountability of facilities infrastructure and a higher standard for internal controls of facilities management, in alignment with current Education Statutes and Regulation of Ontario (Section 169.1(5)). This policy requires the maintenance of a comprehensive set of operating procedures that will adapt to changes in facilities management principles, new legislation and industry best practices.

### **Scope and Responsibility**

The purpose of ensuring facilities management accountability and effective internal controls is the responsibility of administrators throughout the Toronto Catholic District School Board (TCDSB) organization. The Director of Education supported by the Superintendent of Facilities, is responsible for this policy.

### **Alignment with MYSP**

Strengthening Public Confidence  
Fostering Student Achievement and Well-Being  
Providing Stewardship of Resources  
Inspiring and Motivating Employees



**POLICY SECTION:** BUILDING/PLANT/GROUNDS  
**SUB-SECTION:** FACILITIES MANAGEMENT  
**POLICY NAME:** FACILITIES MANAGEMENT  
**POLICY NO:** B.B. 01

## **Policy**

The Toronto Catholic School Board (TCDSB) will achieve effective utilization and stewardship of its facilities resources through sound application and management of facilities systems and internal controls involving Capital Services, School Renewal, School Operations and School Maintenance. These objectives will be achieved by adherence to facilities management principles, sound industry best practices and the regulation of applicable Authorities Having Jurisdiction. Management will maintain comprehensive operational procedures to guide and safeguard both occupants and assets of TCDSB in its day to day operations.

## **Regulations**

1. Senior Coordinator of each department shall develop and maintain appropriate, and where required, confidential procedures pertaining to funds allocation and financial control.
2. Supervisors of each department shall obtain or assist in obtaining appropriate permits where necessary and liaise with appropriate authorities to ensure compliance with relevant acts, regulations and legislative requirements.
3. All work including new schools, additions, interior and exterior renovations and repairs shall adhere to the established TCDSB building design standards.
4. School Operations and Maintenance Staff shall ensure health and safety of the occupants through daily and annual checks, inspections, tests and maintenance of life safety, fire protection and operating equipment as mandated by relevant acts, regulations and legislative requirements.
5. Facilities Services staff shall update the Facilities Database at the completion of every project. Database to be made available to other departments within the Board and Authorities Having Jurisdiction.

## **Evaluation and Metrics**

1. Facilities Budget Report, outlining Capital Services, School Renewal, School Operation & School Maintenance, will be provided annually to the Board of Trustees.
2. Capital Program Status Update Report will be provided annually or twice a year as required to the Board of Trustees.
3. School Renewal Program will be provided every two years to the Board of Trustees.

## **TCDSB Facilities Services Operating Procedure**

Created: June 2016

This document outlines the standard operating procedures for the Facilities Services staff, including Capital Services, School Renewal, School Operations and School Maintenance, in terms of compliance with legislative and Board requirements.

### **Definitions**

*Facilities* – all buildings, structure and grounds that are leased, owned or controlled by Toronto Catholic District School Board (TCDSB)

*Facilities Database* – the TCPS (Total Capital Planning Solutions) database, an up-to-date and accurate database for Toronto Catholic District School Board facilities reported to the Ministry of Education on a yearly basis.

### **Legislative Context**

Authorities Having Jurisdiction but not limited to the following:

Ontario Building Code (OBC)

Ontario Fire Code

Accessibility for Ontarians with Disabilities Act (AODA)

Technical Standards & Safety Act (TSSA)

Ontario Electrical Safety Code (ESA)

Occupational Health and Safety Act and Regulation for Construction Projects

Green Energy and Green Economy Act

### **Responsibilities**

Capital Services and School Renewal are responsible for project management for all school renewal, renovation, additions and new schools. These departments shall:

- Develop project budget estimates and identify project scope.
- Communicate and coordinate with the school community throughout the entire project life-cycle. The school community shall include all stakeholders but not limited to parents of students attending the school, staff of the particular school, supervisory officers of the school, local trustee, and pastors.
- Appoint consultants and award contractors through TCDSB Procurement Policy and Procedure.
- Monitor the design and construction/renovation of facilities.
- Follow the principles outlined in the manual prepared by the Expert Panel on Capital Construction: From Concept to Classroom – Leading Practices Manual for School Construction in Ontario.
- Update *Facilities Database* at the completion of every project.

School Operations & Maintenance are responsible to provide a clean, healthy and safe environment for all occupants and repairing of all building structures, finishes, electrical and mechanical equipment. These departments shall:

- Develop and manage Operation & Maintenance funding and budget.
- Respond to emergency situations that result in a threat to life, safety, health, facilities, utilities or interruptions to classes.
- Ensure overall cleanliness and safety of the facilities through daily and monthly inspections logs. Problems identified in the logs will be processed through SAP for repair.
- Maintain all operating systems in proper working conditions by having a detailed preventative maintenance plan, an ongoing deferred maintenance plan and responding to the repair needs.
- Ensure proper operation of life safety items, such as elevators, barrier free access control, emergency lighting and fire prevention through daily, monthly and annual inspections. Annual inspections are performed through third-party vendors.
- Manage site safety practices such as weed control, grass cutting, snow removal and security monitoring through third-party vendors.
- Collaborate with the Occupational Health & Safety department in the Asbestos Management Program.
- Provide school services including pick up/disposal and/or recycling of furniture and equipment; coordinate moves and setups between and within schools.
- Update *Facilities Database* at the completion of every project



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE POLICY (H.M.36)

*Let each of you look not only to his own interests, but also to the interests of others.  
Philippians 2:4*

Created, Draft	First Tabling	Review
August 22, 2016	September 13, 2016	
Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development Shane McNaught, Coordinator, Employee Relations		
<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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.*


**R. McGuckin**

Associate Director of Academic Affairs

**A. Sangiorgio**

Associate Director of Planning and Facilities

**C. Jackson**

Executive Superintendent of Business Services and Chief Financial Officer

**Angela Gauthier**

Director of Education

## **A. EXECUTIVE SUMMARY**

In order to meet the recent legislative amendments contained in O. Reg. 165/16 effective July 1, 2016 under the *Accessibility for Ontarians with Disabilities Act, 2005* (“AODA”), staff recommend updating the current Accessibility Standards for Customer Service policy (H.M. 36). An update of the policy in meta format is attached at APPENDIX A.

## **B. PURPOSE**

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

## **C. BACKGROUND**

1. The Accessibility Standards for Customer Service policy (H.M. 36) was recently updated and approved by Trustees at the February 24, 2016 Board meeting.
2. However, recent amendments to legislation require that the policy be updated to align with the new requirements.

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

1. The Accessibility Standards for Customer Service policy (H.M. 36) aligns with the AODA and regulations made under it.
2. Effective July 1, 2016, the former Accessibility Standards for Customer Service regulation (O. Reg. 429/07) and Integrated Accessibility standards (O. Reg. 191/11) were consolidated into a single Integrated Accessibility Standards regulation through amendments contained in O. Reg 165/16.
3. Along with the consolidation of the regulations, substantive changes were made, specifically regarding Customer Service Standards, which impact workplaces and existing AODA compliance programs. Such changes include:

- Service Animals—legislation includes an expanded list of regulated health professionals who may certify a service animal.
- Expanded Training Requirements—**all** employees, volunteers and other persons who provide goods, services or facilities on behalf of the organization, as well as all persons involved in policy development, must receive AODA customer service training (along with all other AODA training).
  - Previously, only those persons who provided goods or services to the public or other third parties had to be trained under the AODA.
- Support Persons—revised legislation narrows the scope of when a person with a disability can be required to be accompanied by a support person where necessary to protect health and safety. Prior to requiring a support person, the organization is required to consult with the person with a disability and must consider and assess whether there is actually a health and safety concern associated with their being unaccompanied. If a support person is required, the organisation will have to waive any applicable admission fee or fare for that person.
- Feedback Processes—feedback mechanisms are required to solicit feedback on the accessibility of the process itself and any alternate means provided for under the process.

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report will be monitored by policy development staff and departments responsible for ensuring AODA compliance.
2. Further reports to Board regarding recommended changes or updates to the policy will be brought as necessary.

## **F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. Implementation in accordance with the legislative amendments will include increasing the scope of training regarding Customer Service Standards and also ensuring internal accommodation practices align with the updates.
2. The updates to the policy will be communicated to all staff and departments responsible for ensuring AODA compliance.
3. Communication of all internal accessibility request and feedback processes is essential to increase awareness for the TCDSB community.

## **G. STAFF RECOMMENDATION**

Staff recommends that the updated Customer Service Standards policy (H.M.36) provided in APPENDIX A be adopted.



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: CUSTOMER SERVICE STANDARDS

POLICY NO: H.M. 36

**Date Approved:**

Board- March 31, 2010

**Date of Next Review:**

September 2019

**Dates of Amendments:**

February 24, 2016-Board

September 22, 2016- Board

**Cross References:**

*Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*

*Integrated Accessibility Standards, Ontario Regulation 191/11*

*Ontario Human Rights Code*

*Ontarians with Disabilities Act, 2001*

TCDSB Policy A. 35 Accessibility Standards

TCDSB Policy A. 36 Multi-Year Accessibility Plan

**Appendix :** *Accessibility Best Practices Guideline- Process for Assessing Requests Respecting Accessibility for Students with Disabilities*

**Purpose:**

The purpose of this policy is to outline the practices and procedures approved by the Toronto Catholic District School Board in order to meet the obligations of the *Accessibility for Ontarians with Disabilities Act, 2005* and specifically **in regard to Customer Service Standards under O. Reg. 191/11**. The Board, through this policy, establishes and implements practices and procedures consistent with its goal of compliance, as well as its commitment to excellent customer service for all.

**Scope and Responsibility:**

This policy applies to all operational policies and procedures in all facilities within the Toronto Catholic District School Board. The Director of Education is responsible for this policy.



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: CUSTOMER SERVICE STANDARDS

POLICY NO: H.M. 36

**Alignment with MYSP:**

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

**Policy:**

The Toronto Catholic District School Board as a public sector organization is committed to providing services **and facilities** to our students, parents/guardians, the public and our staff that are free of barriers and biases in a manner that, as much as reasonably possible, respects an individual's dignity and independence, including, for those with disabilities. In its ongoing efforts to strive for accessibility, the Toronto Catholic District School Board endorses the *Accessibility for Ontarians with Disabilities Act, 2005* and the regulations supporting this Act.

**Regulations:**

1. This policy aims to ensure that people with disabilities are given the same opportunity as others to obtain and benefit from services **and facilities** offered by the Toronto Catholic District School Board. Reasonable efforts will be made to ensure that services **and facilities** offered by the Board are provided in such a way that the key principles of independence, dignity, integration and equality of opportunity are respected.
2. Reasonable efforts will be made to ensure that people with disabilities have the same opportunity of access to our services **and facilities** in the same location and in a similar way as these services **and facilities** are available to all others we serve, unless an alternate measure is necessary, whether



**POLICY SECTION: HUMAN RESOURCES**

**SUB-SECTION: MISCELLANEOUS**

**POLICY NAME: CUSTOMER SERVICE STANDARDS**

**POLICY NO: H.M. 36**

temporarily or on a permanent basis, to enable the person to access the service **or facilities**.

3. When communicating with a person with a disability, the person's specific disability will be taken into account.

#### **4. Use of Assistive Devices**

- a. People with disabilities may use their own personal assistive devices, or those that may be provided by the Board, while obtaining any services provided in any premise of the Board.
- b. A person with a disability may enter any premise of the Board with that assistive device unless not allowed by law. If the device is not allowed by law, the person will be so advised and alternate options will be explored. If barriers to the use of an assistive device exist at any premises, these barriers, where reasonably possible, will be removed.

#### **5. Service Animals and Support Persons**

- a. Service animals are allowed to enter premises with any person with a disability, except where animals are not allowed by law.
- b. Where an animal is not allowed by law, alternate options will be explored to provide the service to the person with a disability.
- c. Support persons are allowed to go with any person with a disability in any area, on any Board premise. This will include attendance at any meetings or interviews.
- d. Depending on the circumstance, it may be appropriate for permission to be obtained from the person with the disability for their support person to attend a meeting or interview which could be considered private or confidential.
  - i. This permission can take many forms, depending on the specific needs of the person with the disability, and may



POLICY SECTION: HUMAN RESOURCES

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include, written or verbal permission, a nod of the head, or otherwise.

ii. Permission should be documented by Board staff.

e. In some instances, **after consultation with the person with a disability**, the Board may require that a person with a disability be accompanied by a support person when on Board premises, but only in such instances where a support person is necessary to protect the health and safety of the person with the disability, or others on the premises.

i. If there is an admission fee payable as a result of the person's attendance at the premise, **the organization will waive any applicable admission or fare.**

## 6. Notice of Temporary Disruption

- a. If there is a temporary disruption of facilities or services typically used by people with disabilities, notice of the disruption will be provided. Notice must include information about the reason for the disruption, the anticipated duration of the disruption and a description of alternative facilities or services, if any, that are available. This policy enables Board Staff, as appropriate, to design and implement required notices.
- b. Notice may be given by posting information at the premise, on the Board website, voice messaging or any other reasonable alternative in the particular circumstances. It is expected that consideration will be given to which people with disabilities will be most affected by the disruption and steps will be taken to ensure that the information about the disruption will be communicated in a way that best matches these needs.



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: **CUSTOMER SERVICE STANDARDS**

POLICY NO: H.M. 36

## 7. Customer Service Training

- a. The Board will ensure that the following persons receive training about the provision of its services **or facilities** to persons with disabilities:
  - i. **All employees and volunteers of the TCDSB;**
  - ii. **Every other person who provides services or facilities on behalf of the TCDSB; and**
  - iii. Those who participate in developing the Board's policies.
- b. The training will include a review of the purposes of the *Accessibility for Ontarians with Disabilities Act, 2005* and the requirements of **Customer Service Standards under** Regulation **191/11** and address the following matters:
  - i. How to interact and communicate with persons with various types of disability;
  - ii. How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog or other service animal or **the assistance of a** support person;
  - iii. How to use equipment or devices available on Board premises, **or otherwise provided by the Board,** if any, that may **help** with the provision of services **or facilities;**
  - iv. What to do if a person with a particular disability is having difficulty accessing Board services.
- c. Training must be provided to each person as soon as practicable after assignment of applicable duties. Ongoing training must also be provided in connection with any changes to the policies, practices and procedures relating to the provision of services to people with disabilities.
- d. Records of the training will be kept including, the dates on which the training is provided and the number of individuals to whom it was provided.



POLICY SECTION: HUMAN RESOURCES

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- e. Upon request, the TCDSB will provide a copy of a document describing its training policy, summarizing the content of the training and specifying when the training is to be provided.

## 8. Feedback Process and Requirements

- a. Any person wishing to provide feedback to the Board about the manner in which it provides service **and facilities** to people with disabilities **and whether the feedback process established is accessible to people with disabilities** may do so in a variety of ways, including: in person, by telephone, in writing by email, hard copy, diskette or fax, or by some other communication technology. Some schools may already have feedback processes in place and those processes can continue under this policy provided that the processes are not inconsistent with this policy.
- b. **Where appropriate, feedback will** be forwarded to the Board's Human Resources Department, to the attention of Superintendent of Human Resources. Upon receipt of **feedback** the matter will be reviewed by the Superintendent or designate, and the person **who submitted feedback** shall be responded to either verbally or in writing, as appropriate, concerning **the feedback** and any action which may have been taken as a result.

## 9. Responsibilities

- a. Trustees: To consider legislative requirements as well as the Board goals of accessibility and customer service for people with disabilities while developing and reviewing Board policies.
- b. Superintendents
- i. To oversee, monitor and support principals, managers and other employees in implementing this policy;



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- ii. To strive to ensure that practices are consistent with the key principles of independence, dignity, integration and equality of opportunity; and
- iii. To strive to ensure that all schools and workplaces facilitate excellent customer service for those with disabilities through a variety of appropriate means including, the use of assistive devices, service animals and/or support persons.
- c. Human Resources Department
  - i. To provide appropriate training/training guidelines for new and current staff, and volunteers, within appropriate timelines; and
  - ii. To report, as required, on this policy to the **Accessibility Directorate of Ontario- Ministry of Community and Social Services**;
  - iii. To receive, and deal with, any complaint received as a result of customer service provision to persons with disabilities.
- d. Principals and Managers
  - i. To comply with and implement the *Customer Service Standards* policy;
  - ii. To receive requests and feedback from customers with disabilities;
  - iii. To determine, in consultation with the others where necessary, the most appropriate accommodation(s) to provide customer service;
  - iv. To ensure that front-line staff and volunteers interfacing with customers are trained to know the policy and procedures; and
  - v. To ensure that agents or others who are dealing with the public are aware of the policy and procedures.
- e. Staff



**POLICY SECTION: HUMAN RESOURCES**

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- i. To comply with and support the implementation of the *Customer Service Standards* policy and procedures in schools and workplaces;
- ii. To participate in required training related to this policy; and
- iii. To direct feedback from customers regarding the policy to their immediate supervisor.

f. Customer

- i. To self-identify as having a disability for which they require assistance in accessing Board services and communicating such to the appropriate Board personnel; and
- ii. To collaborate with Board staff to determine suitable mode(s) of accommodation/assistance.



**POLICY SECTION: HUMAN RESOURCES**

**SUB-SECTION: MISCELLANEOUS**

**POLICY NAME: CUSTOMER SERVICE STANDARDS**

**POLICY NO: H.M. 36**

**Definitions:**

Assistive Device: Any device used by people with disabilities to help increase, maintain or improve how a person with a disability can function. Such devices may include, but are not limited to, wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices, elevators, stair lift etc.

Customer: Any person who uses the goods and services of the Board, including parents and other members of the public.

Disability: As defined in the *Accessibility for Ontarians with Disabilities Act, 2005*, Section 2, means a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness; b) a condition of mental impairment or developmental disability; c) a learning disability or a dysfunction on one or more of the processes involved in understanding or using symbols or spoken language; d) a mental disorder, or, e) an injury or disability for which benefits were claimed or received under the *Workplace Safety and Insurance Act, 1997*.

Dignity: Refers to service which is provided in a way that allows the person with a disability to maintain self-respect and the respect of others.

Equal Opportunity: Refers to service which is provided in a way that allows the person with a disability access to goods and service at the same level given to others.

Independence: Allows the person with a disability to do things on their own without unnecessary interference from others.

Integration: Refers to service which is provided in a way that allows the person with a disability to benefit from the same services, in the same place, and in the



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same or similar manner as other customers, unless an alternate measure is necessary to enable the person with the disability to access the goods or services.

Service Animal: An animal is a service animal for a person with a disability if,

- (a) the animal can be readily identified as one that is being used by the person for reasons relating to the person's disability, as a result of visual indicators such as the vest or harness worn by the animal; or
- (b) the person provides documentation from one of the following regulated health professionals confirming that the person requires the animal for reasons relating to the disability:
  - (i) A member of the College of Audiologists and Speech-Language Pathologists of Ontario.
  - (ii) A member of the College of Chiropractors of Ontario.
  - (iii) A member of the College of Nurses of Ontario.
  - (iv) A member of the College of Occupational Therapists of Ontario.
  - (v) A member of the College of Optometrists of Ontario.
  - (vi) A member of the College of Physicians and Surgeons of Ontario.
  - (vii) A member of the College of Physiotherapists of Ontario.
  - (viii) A member of the College of Psychologists of Ontario.
  - (ix) A member of the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario. O. Reg. 165/16, s. 16.

Support Person: in relation to a person with a disability, another person who accompanies him or her in order to help with communication, mobility, personal care or medical needs or with access to goods, services or facilities. A support person is distinct from an employee who supports a student in the system.



**POLICY SECTION: HUMAN RESOURCES**

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**Evaluation and Metrics:**

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

1. The TCDSB's Annual Accessibility **Status** Report will serve as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to our staff, students, parents, volunteers and Catholic community.
2. Recommendations from the Accessibility Working Group or any advice provided to the Director of Education will be assessed, monitored and considered for implementation.

# ACCESSIBILITY BEST PRACTICES

## *Process for assessing requests respecting accessibility for students with disabilities*

### Introduction

#### Accommodating students' accessibility needs

The Ontario *Human Rights Code* guarantees everyone the right to equal treatment, and it applies to schools. Where a student requires accessibility accommodation as a result of a disability, a school board has the duty to accommodate the *Code* related needs of students, to make sure that school board property is free of barriers for people identified by *Code* grounds.

The duty to accommodate involves giving serious attention to requests or needs that are already known or may be suspected. Both the school board and the student and/or their parents or guardians, have a shared responsibility to cooperate in the process, each to the best of their ability. This might involve providing relevant medical or other personal information. A school board has a duty to keep this information private.

Even when an appropriate accessibility accommodation is identified, it may not always be possible to provide without resulting in undue hardship in terms of cost or health and safety. When the best possible accommodation would cause undue hardship, there is still a duty to put in interim or next-best solutions. Whatever steps are decided on, the school board need to put the accessibility accommodation in place as quickly as possible.

Accessibility accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The school board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

### Purpose

The purpose of this Best Practice is to:

- Ensure that all TCDSB ("School Board") employees, students and parents

are aware of their rights and responsibilities under the Ontario *Human Rights Code* with respect to accessibility accommodation;

- Set out in writing the School Board's best practice for addressing accessibility accommodation requests and the responsibilities of each of the parties to the process.

## Application

This Best Practice applies to accessibility accommodation requests for all students or prospective students of the School Board. It applies to all School Board locations.

This Best Practice does **not** apply to accommodations provided as part of special education programs and services for exceptional students under **Identification and Placement of Exceptional Pupils**, O.Reg. 181/98, made under the *Education Act*, RSO 1990, c E.2.

## Requests for Accessibility Accommodation

Requests for accessibility accommodation should be made to the school principal.

Requests should, whenever possible, be made in writing. The accommodation request should indicate:

- The reason why accommodation is required, including enough information to confirm the existence of a need for accommodation; and
- The specific accessibility needs related to the student's disability

The School Board also encourages students and/or parents to suggest how accessibility may be improved. In addition, the Board encourages the student and/or parent or guardian to provide reports, letters, and/or other documents from doctors or other health care professionals relating to the disability and the impairments or restrictions which give rise to the need for accommodation, and which could be of assistance in implementing appropriate accessibility changes.

When the school principal receives a request, the school will send a letter or email confirming that the request has been received. The request will be considered in as expeditious a manner as possible. The request will be addressed and the appropriate accommodation will be provided in a way that respects the dignity of the

student. Amongst the things considered in assessing the request are:

- The student's disability and the arising impairment or restrictions
- The medical evidence provided, and/or, depending on the circumstances, additional medical evidence obtained with the permission of the student and/or parents or guardians;
- The accessibility accommodations requested;
- Other possible accommodations that may address the student's impairment or restrictions;
- Whether the accessibility accommodations would cause undue hardship to the School Board, taking into account cost, outside sources of funding, and health and safety.

Throughout the process the School Board follows in assessing the request, the school principal will maintain carriage of the process on behalf of the School Board, and will generally be the person who contacts the student and/or parent or guardian. The principal is also the person the student and/or parent or guardian should contact if they have any information to provide or if they have any questions, concerns or input into the process.

The school principal will, where appropriate, escalate any issues concerning accessibility to the following School Board personnel:

- The Superintendent of Human Resources
- The Superintendent of Special Education
- The Superintendent of Facilities
- Legal Counsel

Once the request has been assessed, the principal will contact the student and/or parent or guardian in writing or by email to advise of the decision with respect to the request. Depending on the circumstances, the decision may be to:

- Accommodate the student in the way requested

- Accommodate the student in a different way that will still meet her or his disability needs
- Implement the appropriate accessibility accommodation at a later time, if immediate accommodation would result in undue hardship
- Implement an interim accommodation until a permanent accommodation can be put in place
- Deny the request

If the decision is to accommodate the student other than in the way requested, written reasons will also be provided explaining the decision.

### Joint Responsibility

Accommodation is a two-way street. In other words, it is a process that requires mutual cooperation. The school will need the help of the student and/or parent or guardian to implement appropriate accessibility accommodations for the student's disability. This may include:

- Meeting with the school to discuss the impairments or restrictions the disability raises
- Taking part in discussions on possible accessibility changes and solutions
- Cooperating with the School Board in obtaining information from doctors and other health care professionals necessary to implement appropriate accessibility accommodations
- Cooperating with any outside professionals the School Board may retain to assess or implement accessibility accommodations, including building contractors, designers, and consultants

Likewise, the school will participate in the accommodation process in accordance with the principles of dignity, individualization and inclusion. We will work cooperatively, and in a spirit of respect, with all partners in the accommodation process. This may include:

- Accepting the accommodation request in good faith, unless there are legitimate reasons for doing otherwise

- Ensuring that the student or parent/guardian are provided with regular updates on the accommodation request
- Taking an active role in ensuring that alternative approaches and possible solutions are investigated
- Getting expert opinion or advice where appropriate
- Respecting confidentiality and privacy, and only sharing information with individuals directly involved in the accommodation process
- Limiting requests for information to what is reasonably related to the accommodation
- Dealing with the accessibility accommodation request in a timely way

APPENDIX A



## REPORT TO

GOVERNANCE AND POLICY  
COMMITTEEUPDATE TO FIRE EMERGENCY PROCEDURES  
POLICY S.M.07

*And the angel of the Lord appeared to him in a flame of fire out of the midst of a bush. He looked, and behold, the bush was burning, yet it was not consumed.*

Exodus 3:2

Created, Draft	First Tabling	Review
August 30, 2016	September 13, 2016	
Caitlin Kavanagh, Sr. Manager, Employee Relations & Policy Development		
<b>RECOMMENDATION REPORT</b>		

**Vision:**

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**Mission:**

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

## **A. EXECUTIVE SUMMARY**

Staff recommend updates to the Fire Emergency Procedures policy S.M.07 to ensure and clearly communicate regulations for compliance with the Ontario Fire Code regulation under the *Fire Protection and Prevention Act, 1997*. An update of the policy in meta format is attached at APPENDIX A.

## **B. PURPOSE**

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

## **C. BACKGROUND**

1. The Fire Emergency Procedures policy S.M. 07 was approved on December 17, 1987 and is past due for review.
2. The Ontario Fire Code regulation under the *Fire Protection and Prevention Act, 1997* was last amended in 2007.

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

1. Currently, the Fire Emergency Procedures policy only encompasses schools. Staff believe the policy should expand to all TCDSB workplaces and the policy has been updated to reflect this.
2. Recommended updates also include regulations aligning with the Fire Code regarding Fire Safety Plan review, where fire emergency procedures shall be posted and the frequency of fire drills in both schools and other TCDSB workplaces.

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report be monitored by policy development staff and the Occupational Health and Safety department staff to ensure compliance.

2. Further reports to Board regarding changes or updates to the policy will be brought as necessary.

## **F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. Implementation in accordance with legislation will include principals in all schools and supervisors of other TCDSB workplaces insuring current practices align with the updates.
2. The updates to this policy will be communicated by the Occupational Health & Safety department to all principals and supervisors responsible for other TCDSB workplaces.

## **G. STAFF RECOMMENDATION**

Staff recommends that the updated Fire Emergency Procedures policy (S.M. 07) provided in APPENDIX A be adopted.



**POLICY SECTION:** STUDENTS  
**SUB-SECTION:** MISCELLANEOUS  
**POLICY NAME:** FIRE EMERGENCY PROCEDURES  
**POLICY NO:** S.M. 07

<b>Date Approved:</b> December 17, 1987	<b>Date of Next Review:</b> September 2021	<b>Dates of Amendments:</b> September 2016
<b>Cross References:</b> Ontario Regulation 213/07 Fire Code made under the <i>Fire Protection and Prevention Act, 1997</i>		
<b>Appendix</b>		

**Purpose:**

The Ontario Fire Code requires the establishment and implementation of a Fire Safety Plan for every school and other TCDSB workplace for effective utilization of life safety features and to protect students, employees and all other building occupants from fire. The Toronto Catholic District School Board endorses this requirement.

**Scope and Responsibility:**

This policy applies to all schools and TCDSB workplaces and students, employees and others present in the school and workplaces. The Director is responsible for this policy.

**Alignment with MYSP:**

Strengthening Public Confidence

Fostering Student Achievement and Well-Being



POLICY SECTION: STUDENTS  
SUB-SECTION: MISCELLANEOUS  
POLICY NAME: FIRE EMERGENCY PROCEDURES  
POLICY NO: S.M. 07

### Policy:

The principal will establish a Fire Safety Plan **for his or her school** and conduct such fire emergency drills as required by the appropriate acts and regulations. **The Director of Education or designate shall be responsible for the development of a Fire Safety Plan for the Catholic Education Centre and all other TCDSB buildings other than schools.**

### Regulations:

1. A Fire Safety Plan for each school **and TCDSB workplace** will be established in the accepted format and approved by the local chief fire official.
2. **The Fire Safety Plan shall be reviewed as often as necessary, but at intervals not greater than 12 months, to ensure it takes account of changes in the use and other characteristics of the building.**
3. **Each school and TCDSB workplace will maintain 4 copies of the Fire Safety Plan: one in the fire safety box at the front entrance, one at the main office, one at the staff room and one at the custodial room. Each school's Fire Safety Plan will also be posted on the school's portal page.**
4. **At least one copy of the fire emergency procedures shall be prominently posted and maintained on each floor area.**
5. The principal will be responsible for training school staff and students in fire emergency procedures and fire safety. **The Permits Department will ensure that after-hours groups are aware of the Fire Safety Plan for individual schools.**



**POLICY SECTION:** STUDENTS  
**SUB-SECTION:** MISCELLANEOUS  
**POLICY NAME:** FIRE EMERGENCY PROCEDURES  
**POLICY NO:** S.M. 07

- 6. Each school staff member, academic and non-academic, shall be familiar with the Fire Safety Plan for the school or other workplace in which the staff member is located and shall fully understand his/her role in the event of an emergency.**
7. All persons present in the school shall take part in fire emergency procedure drills.
- 8. In schools attended by children, total evacuation fire drills as set out in the Fire Safety Plan shall be held three times in each of the fall and spring school terms.**
- 9. At least one fire drill will be held during Summer School.**
- 10. In other TCDSB workplaces, fire drills shall be held once every 12 months.**
- 11. Records of a fire drill shall be kept for 12 months after the fire drill.**

#### **Evaluation and Metrics:**

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

**The Occupational Health and Safety Department monitors school and TCDSB workplace compliance with this policy.**



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### RESCIND USE OF DANGEROUS CHEMICALS POLICY (S.M. 12)

*But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness,  
gentleness, self-control; against such things there is no law.*

Galatians 5:22-23

Created, Draft	First Tabling	Review
August 30, 2016	September 13, 2016	
Caitlin Kavanagh, Sr. Manager Employee Relations & Policy Development		
<b>RECOMMENDATION REPORT</b>		

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Director of Education

## **A. EXECUTIVE SUMMARY**

Staff recommend rescinding the current Use of Dangerous Chemicals policy (S.M. 12) as it is outdated and procedural. The current policy is attached as APPENDIX A.

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy to be rescinded.

## **C. BACKGROUND**

1. The Use of Dangerous Chemicals policy was last reviewed in April 1991.
2. On January 31, 2013, the Board adopted a framework for policy review that consisted of the following action: **RESCIND** the policy because it is operational and belongs in a procedural guideline or manual easily accessible by all stakeholders.

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

1. In consultation with the Occupational Health and Safety Department, staff determined that the current Use of Dangerous Chemicals policy is outdated and procedural.
2. In a review of other school boards' policies, there were not policies highlighting use of dangerous chemicals or other hazardous materials.
3. The current policy can easily be updated and converted into a Standard Operating Procedure under the Occupational Health and Safety Department effective September 2, 2016.

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report be monitored by policy development staff and the Occupational Health and Safety Department.
2. There is no need for further reporting to Board once the policy is rescinded.

## **F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. Policy development staff will ensure the policy is removed from the policy register.
2. The Occupational Health and Safety Department will update and incorporate the policy as part of Standard Operating Procedures.
3. The Occupational Health and Safety Department will communicate the updated Standard Operating Procedures to staff and relevant stakeholders.

## **G. STAFF RECOMMENDATION**

Staff recommends that the Use of Dangerous Chemicals policy S.M. 12 be rescinded.

## **Use Of Dangerous Chemicals Within The Toronto Catholic District School Board S.M.12**

### **Policy**

The potential danger posed by chemicals shall be determined by using the Guidelines for Rating Chemical Substances. These guidelines shall be maintained in an up-to-date form in the Safety Manual in each school.

### **Regulations:**

1. Those chemicals that have been designated as #5 or as a radioactive material will be disposed of without exception and under no condition will be found within Toronto Catholic District School Board schools.
2. Those chemicals designated as a #4 will be removed from elementary schools and also from secondary schools that elect disposal. There may be possible exceptions for certain chemicals used in the Technical Studies Program, Custodial Services and building maintenance. The Occupational Health and Safety Department in conjunction with the Program Design Division and the Planning and Facilities Department will decide upon those exceptions on a case by case basis. The decision and responsibility for retaining a #4 chemical within a secondary school rests with the principal and teachers involved.
3. Those chemicals that are designated as a #3 may be removed from those elementary schools that elect disposal. The decision and responsibility for retaining a #3 chemical within an elementary school rests with the principal and teachers involved.
4. Chemical designated as a #3 or #4 used in academic programs will not be transported from one school to another.
5. The list of dangerous chemicals shall be reviewed and updated annually by the Occupational Health and Safety Department in consultation with the Program Design Division and the Planning and Facilities Department.
6. The purchasing and disposal of chemicals will be in strict accordance with legislative requirements and TCDSB procedures outlined in the Safety Manual.

*BM p 121, 18 Apr 91; BM p 25, Dec 82.*