



## REPORT

Report Date: January 5, 2021  
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Meeting Date: January 19, 2021

TO: Vancouver City Council  
FROM: General Manager of Planning, Urban Design and Sustainability  
SUBJECT: Miscellaneous Amendments – Guidelines, Policies and Parking By-law

### **RECOMMENDATION**

- A. THAT Council amend the Childcare Design Guidelines, generally as presented in Appendix A, to update a childcare program space requirement and correct typographical, numerical, mathematical and grammatical errors.
- B. THAT Council amend the West End RM-5, RM-5A, RM-5B, RM-5C AND RM-5D Guidelines to remove references to outdated submission requirements and a document that is not yet in effect, generally as presented in Appendix B.
- C. THAT Council amend the Rezoning Policy for Sustainable Large Developments, generally as presented in Appendix C, to correct a reference to a Bulletin.
- D. THAT Council repeal the Fraser Street Rezoning Policies, which has been superseded by updated land use policy.
- E. THAT Council amend the Parking By-law, generally as presented in Appendix D, to correct a typographical error.

### **REPORT SUMMARY**

This report proposes to amend:

- the Childcare Design Guidelines to update a childcare program space requirement and correct typographical, numerical, mathematical and grammatical errors;
- the West End RM-5, RM-5A, RM-5B, RM-5C AND RM-5D Guidelines to remove references to outdated submission requirements and a document that is not yet in effect;

- the Rezoning Policy for Sustainable Large Developments, to correct a reference to a Bulletin; and
- the Parking By-law to correct a typographical error.

This report also proposes to repeal the Fraser Street Rezoning Policies which has been superseded by the Secured Rental Policy.

The recommendations in this report do not require referral to a Public Hearing.

### **COUNCIL AUTHORITY/PREVIOUS DECISIONS**

On September 15, 2020, Council adopted miscellaneous amendments to various land use documents, as described in the memo “*Consequential and Housekeeping Amendments to Guidelines - RTS 13686*.” These changes included amendments to the Rezoning Policy for Sustainable Large Developments and to the Childcare Design Guidelines to correct numerical conversion errors and make various housekeeping amendments.

On December 10, 2019 Council amended the formatting of the Childcare Design Guidelines to improve clarity and readability, reduce repetition and replace outdated terminology. On February 4, 1993, Council approved the City’s Childcare Design Guidelines to be applied where child care facilities are required as a condition of rezoning and for conditional approval in development applications.

On June 23, 2020, Council enacted amendments to the Parking By-law for 650 West 41<sup>st</sup> Ave.

On June 11, 2019 and June 23, 2015, Council approved amendments to the West End RM-5, RM-5A, RM-5B, RM-5C AND RM-5D Guidelines. On September 26, 1989, Council adopted the West End RM-5, RM-5A, RM-5B, and RM-5C Guidelines.

On July 29, 1980, Council adopted the Fraser Street Rezoning Policies.

### **CITY MANAGER'S/GENERAL MANAGER'S COMMENTS**

The Acting City Manager recommends approval of the foregoing.

### **REPORT**

#### ***Background/Context***

From time to time, miscellaneous amendments to Guidelines, Policies and Plans are required in order to improve clarity, update terminology or address inadvertent errors or omissions and to streamline the development review process. In general, one or two miscellaneous amendment reports per year are reported to Council. Amendments that are substantive in nature are not included in these packages and are reported to Council separately.

#### ***Strategic Analysis***

This report proposes miscellaneous amendments to Guidelines and Policies to correct section references and typographical errors, to improve clarity, reduce repetition, modernize content

and update terminology to reflect current usage. The report also proposes to repeal the Fraser Street Rezoning Policies. Below is a summary of the proposed recommendations:

### **Childcare Design Guidelines**

In September 2020 and December 2019, Council approved amendments to the Childcare Design Guidelines which removed redundancies, replaced outdated terminology and reorganized content to improve clarity and readability. Subsequent typographical, numerical and mathematical errors were discovered, and an update to the configuration specifications of the 16-space childcare program was identified.

The area requirements for the 16-space program were originally created by extrapolating the area/child from the existing 25-space childcare (age 3-5) program. The 16-space childcare area numbers have been adjusted slightly to account for the minimum functional area required for specific activity settings (i.e., where the area/child extrapolation method does not apply).

The proposed changes to the Guidelines also include some clarification and small stylistic changes.

### **West End RM-5, RM-5A, RM-5B, RM-5C AND RM-5D Guidelines**

The West End RM-5, RM-5A, RM-5B, RM-5C and RM-5D Guidelines were approved by Council in 1989, to assist developers, designers and City staff with evaluating proposals for conditional uses or discretionary variations in regulations.

Since the adoption of these Guidelines in 1989, the submission process for significant development permit applications has changed. The Guidelines refer to a brochure that is no longer available, and it is proposed that the Submission Requirements section be struck from the Guidelines.

The Guidelines also reference the “Laneway 2.0 Toolkit” document, which has not yet been finalized by staff. This report proposes to strike the reference to this document until such a time that the Toolkit has been completed.

### **Other Housekeeping Amendments**

The following housekeeping amendments are also proposed:

- a. Rezoning Policy for Sustainable Large Developments – In Section E.3.4, replace the term "Sustainable Large Developments Admin Bulletin" with "Groundwater Management Administrative Bulletin" to correct a reference to a Bulletin, as shown in Appendix C.
- b. Parking By-law – correct a typographical error in Schedule C, as shown in Appendix D.

### **Planning Document to be Repealed**

The Fraser Street Rezoning Policies document, adopted in 1980, is recommended to be repealed as the policies have been superseded by the more recent Secured Rental Policy, approved in 2012 and updated in 2019.

***Financial Implications***

The proposed amendments represent administrative corrections and clarifications. There are no financial implications.

***CONCLUSION***

This report proposes housekeeping amendments to the Parking By-law and certain Guidelines and Policies to correct section references and typographical errors, improve clarity, and update content. These amendments ensure continuous improvements and modernization of our By-laws, Guidelines, Policies and Plans to improve clarity and provide more certainty for both staff and applicants.

\* \* \* \* \*

Note: Amendments to Council-adopted guidelines will be prepared generally in accordance with the provisions listed below, subject to change and refinement prior to posting.

### **DRAFT amendments to the Childcare Design Guidelines**

1. \*Proposed amendments are shown in red

# **Guidelines**

## Childcare Design Guidelines

*Approved by Council February 4, 1993*

*Last amended December 10, 2019 and XX, 2020*

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## Background and Context

The City of Vancouver is committed to supporting the creation of high quality and accessible childcare spaces that promote healthy child development and support working families. The City has adopted a number of goals and objectives to support access to quality, affordable licensed childcare, including:

### The Healthy City Strategy: A Good Start (2014)

- Vancouver's children should have access to quality childcare that promotes physical and mental health and social development, and improves school readiness.
- The City seeks to improve access to licensed childcare centres that are affordable and inclusive.

## Intent

The intent of the City of Vancouver's Childcare Guidelines is to inform the creation of safe and quality childcare ~~(also known as child day care)~~ facilities that support healthy outcomes for children ~~provide a range of opportunities for the (in social, emotional, intellectual cognitive and physical development realms) of children.~~

These design guidelines apply ~~where to~~ childcare facilities that offer licensed childcare serving children 0-5 years up to School Age (except for those in temporary structures), including applications in which childcare facilities are required:

- as a condition of rezoning; or
- ~~for conditional approval as a condition~~ of development permit approval applications.

The guidelines are to be used by childcare developers, architects and City staff.

Site selection, site planning, and indoor and outdoor design considerations are addressed. Appendix A includes a list of Common Toxic Plants.

In addition to these guidelines, other approvals and permits are required for the design, construction and occupancy of childcare facilities:

- The "Child Care Licensing Regulation" pursuant to the Community Care and Assisted Living Act provides minimum operational and design requirements for ~~childcare facilities~~ Child Care Facilities. The ~~regulatory approving~~ agency in Vancouver is the Community Care Facilities Licensing ~~Office~~ (CCFL) office at Vancouver Coastal Health, which ~~must~~ approve all group childcare facility plans and should be consulted in the earliest planning phase.
- Development, Building and Occupancy Permits are required for all new group childcare facilities. For detailed information concerning these permits and other relevant codes and requirements, contact the City of Vancouver's Development and Building Services Enquiry Centre.

## Definitions

For the purpose of these guidelines, the following definitions apply:

- Program: A group of children having their own room or rooms that are fully furnished and equipped.
- Facility: A building or portion of a building which houses one or more programs.

### Age Groups

- 0-3: ~~A child~~ Children up to 36 months of age.

- Preschooler: ~~A child~~ Children between 30 months to School Age.

#### Program Types

- 0-3: A year-round full-day service for children aged 0-3 typically opening between 7:00 and 8:00 am and closing between 5:30 and 6:00 pm.
- 3-5: A year-round full-day service for children aged 30 months to School Age typically opening between 7:00 and 8:00 am and closing between 5:30 and 6:00 pm.
- Preschool: A part-day service for children from 30 months to School Age ~~Children~~, attending up to 4 hours each day.

### Guidelines

#### 1 General Design Considerations

The planning of a childcare facility should consider site suitability, solar orientation, and access to and from the facility.

##### 1.1 Unsuitable Locations/Sites

- (a) The impact of inappropriate adjacent uses such as commercial loading or service areas, major mechanical plants, building exhaust fans, electrical substations and major above- grade electrical lines, transformers or other noisy, noxious or dangerous uses should be avoided or mitigated.
- (b) Childcare facilities should be sited away from high traffic arterials to avoid traffic related air pollution and noise impacts.

##### 1.2 Relationship of Site to Grade

Whenever childcare facilities are located above grade, concerns about emergency evacuation of the children must be considered, noting that these concerns correspond to increased height above grade. ~~The safety and security of the outdoor play area must be addressed when there are adjacent uses directly aside or above it.~~ Locations below grade may be unacceptable due to requirements for natural light and outdoor areas.

##### 1.3 Relationship of Indoor and Outdoor Spaces

The indoor and outdoor spaces should be planned together.

- (a) Outdoor space ~~for each program~~ should be at the same level ~~(plus or minus 0.5m)~~ as the indoor space ~~for the same program, (plus or minus 0.5 m)~~ and ~~be~~ contiguous with it.
- (b) A strong visual connection should exist between the indoor and outdoor activity areas.
- (c) Indoor and outdoor spaces should allow for inter-related indoor and outdoor activities and free movement by children.
- (d) The facility should be oriented to facilitate the surveillance of outdoor play areas from the primary indoor activity area.

Ramps for wheeled equipment should be provided when a level change exists.



#### 1.4 Orientation

The availability of natural light is important to the creation of a suitable childcare space.

- (a) The facility should be oriented so that outdoor play areas for each program receive a minimum of three hours of direct sunlight per day at the winter solstice. Two hours of sunlight should occur during the typical playtimes of 9:30 am - 11:30 am or 1:30 pm - 4:00 pm. This is particularly important for 0-3 programs due to the limited mobility of the children.

#### 1.5 Pedestrian Access

- (a) Pedestrian access should be safe, secure and accessible for wheeled equipment, including wheelchairs, strollers and bikes.

#### 1.6 Vehicular Access and Parking

Parking ~~r~~Requirements are as follows:

- (a) One (1) parking stall for every eight (8) full-time equivalent childcare spaces.
- (b) Two (2) parking stalls for staff.

Considerations related to parking are as follows:

- (c) Safe vehicular access should be provided to the childcare facility.
- (d) Access from the street or drop-off area should be as direct, simple and close as possible to the ~~day~~childcare's entry or elevator, and in no case be more than 100 m from the entry.
- (e) Drop-off parking spots should be full size; small car only spaces are not acceptable as they do not allow for easy loading and unloading of children into car seats, etc.
- (f) Access to drop-off parking should not require children to cross the drive aisle.
- (g) Where childcare facilities are located in a school or other community facility, drop-off parking may be combined with that of the school/facility provided that the needs of both are adequately met.
- (h) Secure bicycle parking should be provided, in accordance with the City's "Off-street Bicycle Space Regulations"

#### 1.7 Sharing Childcare Space with Other Users

- (a) If any childcare space is shared with other users when the childcare facility is not in operation, issues of joint management, maintenance, liability, supervision and financial support should be resolved. In such circumstances, design should consider all uses and allow for adequate storage and equipment.

### 2 Facility Size and Shared Spaces

Sufficient space is essential to quality childcare. The following space requirements are based on research and experience with purpose-designed childcare facilities in high-density urban settings.

**Note:** ~~These guidelines'~~ Space requirements in these guidelines are higher than the minimums required by the Provincial Child Care Licensing Regulation.

~~Be aware~~**Note:** ~~that t~~The maximum number of spaces and minimum child to staff ratios depend on the ages of the children and are specified in Provincial regulations. These should be confirmed with Community Care Facilities Licensing (CCFL) ~~at~~ Vancouver Coastal Health.

## 2.1 Indoor and Outdoor Space by Program Type

The most common program sizes have been used to develop the indoor and outdoor space requirements (Table 1). These program sizes are generally preferred and are most economically viable for childcare operators due to staff ratios requirements under the BC Child Care Licensing Regulation. Facilities proposing to accommodate fewer children per program should consult with CCFL staff.

**Table 1: Recommended Indoor and Outdoor Space by Program Type**

Program	# of Spaces	Minimum Net Indoor Activity Area		Gross Indoor Area (support space included)		Covered Outdoor Area		Total Outdoor Area	
		m <sup>2</sup>	ft <sup>2</sup>	m <sup>2</sup>	ft <sup>2</sup>	m <sup>2</sup>	ft <sup>2</sup>	m <sup>2</sup>	ft <sup>2</sup>
Group <del>Day</del> Childcare Age 0-3	12	82	<del>872</del> 883	182	1959	33	355	170	1830
Group <del>Day</del> Childcare Age 3-5	16	<del>88</del> 101.5	<del>947</del> 1002	<del>187</del> 209	<del>2013</del> 2250	34	366	224	2411
Group <del>Day</del> Childcare Age 3-5	25	128	1378	247	2659	45	484	350	3767
Preschool ( <u>part-time</u> )	20	78	840	153	1647	33	355	140	1507

**Note:** The Recommended Gross Indoor Area is exclusive of mechanical and electrical rooms, stairwells, elevator shafts and lobbies. Consider an extra 15% of floor area for these items.

- (a) Childcare facilities constructed as a condition of rezoning or development should meet the minimum net activity areas set out in Table 1 in addition to the required and provide the support spaces as described in Section 3.2 of these guidelines.
- (b) Total net area for support spaces ranges from 40 m<sup>2</sup> to 62 m<sup>2</sup> per licensed program (see Tables 2-5 for details).
- (c) A net to gross ratio of 1 to 1.3 should be allowed at the initial planning stage, although an efficiency factor of 80 percent to 85 percent should be the goal (e.g., net activity area + net support area x 1.3 = Gross Indoor Area recommended for planning purposes).

**Note:** The rRecommended Gross Indoor Area is exclusive of mechanical and electrical rooms, stairwells, elevator shafts and lobbies. Consider an extra 15% of floor area for these items.

**Note:** ~~Provincial Childcare licensing - CCFL~~ has a different method of space calculation for indoor space. Contact CCFL for more information on their space calculation.

Area recommendations for indoor activity rooms and settings, support spaces, and outdoor spaces of common programs are shown in Tables 2-5.

**Table 2: ~~0-3~~ Group ~~Day~~Childcare Age 0-3 (12 Space Program)**

1 Indoor Activity Rooms and Settings			
1.1	Art Area	9 m <sup>2</sup>	97 ft <sup>2</sup>
1.2	Table Area	11 m <sup>2</sup>	118 ft <sup>2</sup>
1.3	Area for Other Activity Settings	20.5 m <sup>2</sup>	221 ft <sup>2</sup>
<del>1.4</del> 2	Gross Motor/Nap Room	28 m <sup>2</sup>	301 ft <sup>2</sup>
<del>1.5</del> 4	Storage for Mats & Equipment	4.5 m <sup>2</sup>	48 ft <sup>2</sup>
<del>1.6</del> 3	Quiet Room	9 m <sup>2</sup>	97 ft <sup>2</sup>
<b>Net Activity Area</b>		82 m <sup>2</sup>	883 ft <sup>2</sup>
2 Support Spaces			
2.1	Cubby	12 m <sup>2</sup>	129 ft <sup>2</sup>

2.2*	Kitchen	9.5 m <sup>2</sup>	102 ft <sup>2</sup>
2.3	Storage	7 m <sup>2</sup>	75 ft <sup>2</sup>
2.4	Child W/C & Diapering Area	8 m <sup>2</sup>	86 ft <sup>2</sup>
2.5**	Parent's Room	6 m <sup>2</sup>	65 ft <sup>2</sup>

**Table 2 continued: Group Childcare Age 0-3 (12 Space Program)**  
**Table 2 continued: 0-3 Group Daycare (12 Space Program)**

2.3	Storage	7 m <sup>2</sup>	75 ft <sup>2</sup>
2.4	Accessible Child W/C & Diapering Area	8 m <sup>2</sup>	86 ft <sup>2</sup>
2.5**	Parent's Room	6 m <sup>2</sup>	65 ft <sup>2</sup>
2.6**	Staff Office	7 m <sup>2</sup>	75 ft <sup>2</sup>
2.7**	Accessible Staff W/C	4.5 m <sup>2</sup>	48 ft <sup>2</sup>
2.8**	Laundry/Janitorial	4 m <sup>2</sup>	43 ft <sup>2</sup>
<b>Net Support Area</b>		58 m <sup>2</sup>	624 ft <sup>2</sup>
<b>Total Net Indoor Area</b>		140 m <sup>2</sup>	1507 ft <sup>2</sup>
<b>Gross Indoor Area</b>		182 m <sup>2</sup>	1959 ft <sup>2</sup>
<b>3 Outdoor Area</b>			
3.1	Covered Outdoor Space	33 m <sup>2</sup>	355 ft <sup>2</sup>
3.2	Open Outdoor Space	137 m <sup>2</sup>	1475 ft <sup>2</sup>
<b>Total Outdoor Area</b>		170 m <sup>2</sup>	1830 ft <sup>2</sup>
<b>Total Indoor and Outdoor Area</b>			
<b>Total Gross 0-3 Group DayChildcare Area Age 0-3</b>		<b>352 m<sup>2</sup></b>	<b>3789 ft<sup>2</sup></b>

\* Where a kitchen is shared by two programs the total kitchen area should be at least 12 m<sup>2</sup>.

\*\* Where multiple programs are located in one facility, support spaces may be shared if they are easily accessible and functional for all programs.

**Table 3: 3-5 Group DayChildcare Age 3-5 (16 Space Program)**

<b>1 Indoor Activity Rooms and Settings</b>			
1.1	Dedicated Art Area (wet messy)	78 m <sup>2</sup>	7586 ft <sup>2</sup>
1.2	Table Area	912 m <sup>2</sup>	97129 ft <sup>2</sup>
1.3	Area for Other Activity Settings	39 m <sup>2</sup>	420 ft <sup>2</sup>
1.4	Quiet Room	9 m <sup>2</sup>	97 ft <sup>2</sup>
1.45	Gross Motor/Nap Room	29 m <sup>2</sup>	312 ft <sup>2</sup>
1.56	Storage with Large Motor/Nap Room	45 m <sup>2</sup>	438 ft <sup>2</sup>
<b>Net Activity Area</b>		<b>881015 m<sup>2</sup></b>	<b>9471092 ft<sup>2</sup></b>
<b>2 Support Spaces</b>			
2.1	Cubby	1013 m <sup>2</sup>	108140 ft <sup>2</sup>
2.2*	Kitchen	9.5 m <sup>2</sup>	102 ft <sup>2</sup>
2.3	Accessible Children's W/CStorage	7.58 m <sup>2</sup>	8186 ft <sup>2</sup>
2.4	StorageChildren's W/C	77.5 m <sup>2</sup>	7581 ft <sup>2</sup>
2.5**	Parent's Room	6 m <sup>2</sup>	65 ft <sup>2</sup>
2.6**	Staff Office	7 m <sup>2</sup>	75 ft <sup>2</sup>
2.7**	Accessible Staff W/C with Diapering Area	4.5 m <sup>2</sup>	48 ft <sup>2</sup>
2.8**	Laundry/Janitorial	4 m <sup>2</sup>	43 ft <sup>2</sup>
<b>Net Support Area</b>		<b>55.559.5 m<sup>2</sup></b>	<b>597640 ft<sup>2</sup></b>
<b>Total Net Indoor Area</b>		<b>143.5161 m<sup>2</sup></b>	<b>15451733 ft<sup>2</sup></b>
<b>Gross Indoor Area</b>		<b>187209 m<sup>2</sup></b>	<b>20132250 ft<sup>2</sup></b>
<b>3 Outdoor Area</b>			
3.1	Covered Outdoor Space	34 m <sup>2</sup>	366 ft <sup>2</sup>

3.2	Open Outdoor Space	190 m <sup>2</sup>	2045 ft <sup>2</sup>
<b>Total Outdoor Area</b>		224 m <sup>2</sup>	2411 ft <sup>2</sup>
<b>Total Indoor and Outdoor Area</b>			
<b>Total Gross 0-3-5 Group DayChildcare Age 3-5 Area</b>		<b>411433 m<sup>2</sup></b>	<b>44244661 ft<sup>2</sup></b>

\* Where a kitchen is shared by two programs the total kitchen area should be at least 12 m<sup>2</sup>.

\*\* Where multiple programs are located in one facility, support spaces may be shared if they are easily accessible and functional for all programs.

**Table 4: 3-5 Group DayChildcare Age 3-5 (25 Space Program)**

<b>1 Indoor Activity Rooms and Settings</b>			
1.1	Dedicated Art Area (wet messy)	10 m <sup>2</sup>	108 ft <sup>2</sup>
1.2	Table Area	14 m <sup>2</sup>	151 ft <sup>2</sup>
1.3	Area for Other Activity Settings	60.5 m <sup>2</sup>	651 ft <sup>2</sup>
1.4	Quiet Room	9 m <sup>2</sup>	97 ft <sup>2</sup>
1.45	Gross Motor/Nap Room	30 m <sup>2</sup>	323 ft <sup>2</sup>
1.56	Storage with Large Motor/Nap Room	4.5 m <sup>2</sup>	48 ft <sup>2</sup>
1.6	Quiet Room	9 m <sup>2</sup>	97 ft <sup>2</sup>
<b>Net Activity Area</b>		128 m <sup>2</sup>	1378 ft <sup>2</sup>
<b>2 Support Spaces</b>			
2.1	Cubby	14 m <sup>2</sup>	151 ft <sup>2</sup>
2.2*	Kitchen	9.5 m <sup>2</sup>	102 ft <sup>2</sup>
2.3	Accessible Children's W/C Storage	89 m <sup>2</sup>	8697 ft <sup>2</sup>
2.4	Storage Children's W/C	98 m <sup>2</sup>	9786 ft <sup>2</sup>
2.5**	Parent's Room	6 m <sup>2</sup>	65 ft <sup>2</sup>
2.6**	Staff Office	7 m <sup>2</sup>	75 ft <sup>2</sup>
2.7**	Accessible Staff W/C with Diapering Area	4.5 m <sup>2</sup>	48 ft <sup>2</sup>
2.8**	Laundry/Janitorial	4 m <sup>2</sup>	43 ft <sup>2</sup>
<b>Net Support Area</b>		62 m <sup>2</sup>	667 ft <sup>2</sup>
<b>Total Net Indoor Area</b>		190 m <sup>2</sup>	2045 ft <sup>2</sup>
<b>Gross Indoor Area</b>		247 m <sup>2</sup>	2659 ft <sup>2</sup>
<b>3 Outdoor Area</b>			
3.1	Covered Outdoor Space	45 m <sup>2</sup>	484 ft <sup>2</sup>
3.2	Open Outdoor Space	305 m <sup>2</sup>	3283 ft <sup>2</sup>
<b>Total Outdoor Area</b>		350 m <sup>2</sup>	3767 ft <sup>2</sup>
<b>Total Indoor and Outdoor Area</b>			
<b>Total Gross 0-3-5 Group DayChildcare Age 3-5 Area</b>		<b>597 m<sup>2</sup></b>	<b>6426 ft<sup>2</sup></b>

\* Where a kitchen is shared by two programs the total kitchen area should be at least 12 m<sup>2</sup>.

\*\* Where multiple programs are located in one facility, support spaces may be shared if they are easily accessible and functional for all programs.

**Table 5: Preschool Space List (20 space program)**

<b>1 Indoor Activity Rooms and Settings</b>			
1.1	Art Area	7.5 m <sup>2</sup>	81 ft <sup>2</sup>
1.2	Table Area	14 m <sup>2</sup>	151 ft <sup>2</sup>
1.3	Other Activity Settings	47.5 m <sup>2</sup>	511 ft <sup>2</sup>
1.4	Quiet Room	9 m <sup>2</sup>	97 ft <sup>2</sup>
<b>Net Activity Area</b>		78 m <sup>2</sup>	840 ft <sup>2</sup>
<b>2 Support Spaces</b>			
2.1	Cubby	12 m <sup>2</sup>	129 ft <sup>2</sup>



2.23	<del>Accessible Children's W/C</del> Storage	97 m <sup>2</sup>	9775 ft <sup>2</sup>
2.34	<del>Storage</del> Children's W/C	79 m <sup>2</sup>	7597 ft <sup>2</sup>
2.46	Staff Office & W/C	12 m <sup>2</sup>	129 ft <sup>2</sup>
Net Support Area		40 m <sup>2</sup>	430 ft <sup>2</sup>
Total Net Indoor Area		118 m <sup>2</sup>	1270 ft <sup>2</sup>
Gross Indoor Area		153 m <sup>2</sup>	1647 ft <sup>2</sup>

Table 5 continued: Preschool Space List (20 space program)

3 Outdoor Area			
3.1	Covered Outdoor Space	33 m <sup>2</sup>	355 ft <sup>2</sup>
3.2	Open Outdoor Space	107 m <sup>2</sup>	1152 ft <sup>2</sup>
Total Outdoor Area		140 m <sup>2</sup>	1507 ft <sup>2</sup>
Total Indoor and Outdoor Area			
Total Gross 0-3 Group Daycare Preschool Area		293 m <sup>2</sup>	3154 ft <sup>2</sup>

Note: Based on the assumption that access to a kitchen will be provided in a shared facility. Otherwise add 9 m<sup>2</sup> for kitchen.

## 2.2 Shared Facilities and Efficiencies

Most new childcare facilities should house two or more programs, each with different age ranges. This facilitates ~~seamless matriculation from one program to the next a sequenced graduation of children among a population of friends~~ and enhances economic viability ~~for the operator~~.

- The design of the shared facility should encourage cross-~~day~~childcare contact and opportunities to share materials and equipment.
- If facility design permits, support spaces, such as laundry rooms, parents' rooms and staff washrooms may be shared by two or three programs to improve efficiency (see Table 6).
- When four or more programs are aggregated, support spaces may be shared but no reduction in total area should occur. Aggregating four or more programs create additional space requirements for circulation, garbage collection, central storage and janitorial functions. Space gained from sharing office, washroom and parent rooms should be devoted to the above noted spaces.

Table 6: Recommended Indoor and Outdoor Space: Shared Facilities

Program	# of Spaces	Minimum Net Indoor Activity Area		Gross Indoor Area		Covered Outdoor Area		Total Outdoor Area	
		m <sup>2</sup>	ft <sup>2</sup>	m <sup>2</sup>	ft <sup>2</sup>	m <sup>2</sup>	ft <sup>2</sup>	m <sup>2</sup>	ft <sup>2</sup>
0-3 (12 space program) & 3-5 (25 space program)	37	210	2260	429	4618	78	840	520	5597
0-3 (two 12 space programs) & 3-5 (two 16 space programs)	56	<del>340</del> 367	<del>3660</del> 3950	<del>738</del> 782	<del>7944</del> 8417	105	1130	703	7567
0-3 (two 12 space programs), 3-5 (25 space program) & Preschool ( <del>part-time</del> 20 space program)	69	370	3983	764	8224	113	1216	745	8019

Note: A 25% outdoor space reduction ~~has been applied to 56 and 69 space shared facilities, for due to having two 0-3 12-space programs. (see Section 2.3 for details)~~has been applied to 56 and 69 space shared facilities.

Note: The Recommended Gross Indoor Area is exclusive of mechanical and electrical rooms, stairwells, elevator shafts and lobbies. Consider an extra 15% of floor area for these items.

### 2.3 Reduction in Outdoor Areas

A reduction by up to 25% in outdoor areas may be considered in either of the following situations, to the satisfaction of the Managing Director of Social Policy and Projects:

- (a) All outdoor areas may be reduced by up to 25% if an appropriate playground or park within a 0.5 km safe walking distance is available for regular use, to the discretion of CCFL, Park Board and Social Policy and Projects; **or**
- (b) Outdoor area for 0-3 programs only may be reduced by up to 25% (see Table 6) if:
  - two 0-3 programs have contiguous outdoor spaces; and
  - the outdoor spaces can be used as one larger play space with covered outdoor area adjacent to each program; and
  - the resulting combined outdoor space is easily supervisable.

## 3 Internal Design Considerations

Comfortable surroundings reduce anxiety and aggression, promote understanding, and enable children to engage in genuine exploratory and discovery behaviours.

Childcare facilities should be designed to ensure that the facility, the outdoor space and pedestrian and vehicular approaches are defensible spaces and can be readily seen from the childcare and surrounding uses.

All major indoor activity spaces used by children should have a direct source of natural light from a minimum of 10% of the wall area of the room. Natural light is also preferred for staff offices and rooms, while support areas such as washrooms, kitchens and storage rooms do not require natural light.

### 3.1 Indoor Activity Spaces

Provision of a range of activity settings is a key determinant of the quality of the childcare program. Activity settings are those areas in which activities or programs directly involving the children take place. They should be designed to accommodate a variety of discrete activities. Most childcare facilities accommodate activity settings in the following discrete spaces: the Activity Room, the Gross Motor/Nap Room, and the Quiet Room. See Table 7 below for details.

Table 7: Activity Settings by Program and Room

Program	Room	Activity Settings
Group Day Childcare - 0-3	Activity Room	Art-Sensory
		Dramatic Play
		Blocks
		Climbing & Crawling
		Puzzles and Manipulative Toys
		Water, Sand, Sensory
		Reading
	Quiet Room	Quiet Reading Settings
		Quiet Retreat

Table 7 continued: Activity Settings by Program and Room

Program	Room	Activity Settings
Group Day Childcare - 3-5 and Preschool	Activity Room	Art
		Water
		Sand/Texture
		Dramatic Play
		Science
		Puzzles and Games
		Manipulative Toys
		Blocks
		Gross Motor, Circle
		Reading
		Wheeled and Construction Toys
	Gross Motor/Nap Room	Gross Motor, Nap, and Movement
	Quiet Room	Quiet Retreat

### 3.1.1 General Considerations for Activity Setting

- (a) Movement activities require a dedicated area which should include convenient storage for wheeled toys, large blocks, musical instruments, and climbing equipment.
- (b) Activity settings are defined by the following: physical location, visible boundaries, work and sitting surfaces, materials storage and display, a mood or personality.
- (c) Activity settings should be delineated by a combination of fixed and movable elements:
  - (i) Fixed elements include changes in level, ceiling height, materials, room corners, partial walls, special windows.
  - (ii) Movable elements include movable and hung partitions, bookcases, storage units and furniture. Where changes in level are employed ramps should be used.
- (d) Activity settings should include places to observe, to play alone, to play alongside, and to play together.
- (e) Retreat points should be provided adjacent to activity areas and should be visually monitorable by staff in the main activity area.

### 3.1.2 The Activity Room

This should be the largest of the program spaces.

#### Design Considerations

- (a) It should include a mixture of open spaces and smaller alcove-type spaces and be designed to accommodate a variety of activity settings. The design should emphasize flexibility by utilizing movable elements to define spaces.
- (b) An irregular square with alcoves and nooks is recommended. Avoid long narrow rooms. The plan should direct children from one activity to the next and delineate, protect and support activities in each setting.
- (c) The messy/wet area will be used for art activities and eating. There should be enough space for art/eating tables, easels, water and texture tables, and adequate storage. Enough space is required to seat all children at once for snacks and meals.

- (d) An art sink with clay trap, at least 1.0 m of counter space and closed cupboards above and below should be provided.
- (e) Circulation within an activity room should be clear and straightforward, but not overly simplified and uninteresting. The optimum circulation path is highly visible and snakes through a childcare, overlooking each activity. "Shopping" among activities is itself an activity. Circulation paths should respect the boundaries of activity areas by meandering around but not passing through activity settings. Allow sufficient space for children engaged in activities to play uninterrupted by others passing by them.

**Adjacency**

- (f) The Activity Room should connect and flow to the Gross Motor/Nap Room and the Quiet Room to enable shared use and to enhance flexibility.
- (g) Location of the activity settings are such that noisy and quiet, intense and calm and messy (or wet) and tidy activities are separated ~~(see Section 6.1)~~. These areas should be shown on submitted plans.
- (h) The messy/wet area should be located adjacent to the kitchen and to the outdoor play area so that on sunny days doors can be open and activities can flow between indoor and outdoor areas.

**3.1.3 Gross Motor/Nap Room**

When used as a gross motor room it can be the setting for noisy, boisterous, physical activities such as climbing or group games or larger scale, intense, small group activities such as large blocks, music and noise makers. It also can accommodate large scale group activities such as singing, and circle time.

**Design Considerations**

- (a) As a nap room, it should be sized to accommodate all children for napping and allow children to sleep without being disturbed by activities around them.
- (b) Activity settings s can be planned for this room with the inclusion of storage.
- (c) Facilities for ages 0-3 may consider providing two smaller rooms for napping so that fussy infants do not disturb sleeping infants. Again, these rooms can accommodate more than one activity and should both open up to the primary activity space.

**Adjacency**

- (d) The room should be located away from outdoor play areas.
- (e) An enclosed Gross Motor/Nap Room should be provided which can be opened up to the Activity Room to promote shared use.

**3.1.4 The Quiet Room**

A quiet room fulfills a number of other useful functions: a space where children can be quiet and escape briefly from the hubbub of the activity room, a room for the use of professionals working with children on a one-to-one basis, napping and/or a place where sick children can rest while waiting for parents to pick them up.

**Design Considerations**



- (a) The Quiet Room should be a separate room with a door, which can be used for quiet activities for smaller groups (3-8 children). There should be enough space for a small table, chairs and some storage.

**Adjacency**

- (b) An enclosed Quiet Room should be provided which can be opened up to the Activity Room to promote shared use.

### 3.2 Support Spaces

#### 3.2.1 Kitchen

A kitchen should be provided for the preparation and clean-up of snacks and lunches.

**Design Considerations**

- (a) Two programs could share one kitchen if its location is ~~located to be~~ readily accessible to both.
- (b) Kitchens should be located and designed to allow staff to supervise children in the Activity Room while in the kitchen.
- (c) If there is a shared kitchen, 0-3 programs should have separate fridges and small microwave ovens properly mounted at counter height. If infants are in the childcare program, include microwave for bottle warming and fridge.

**Circulation/Path**

- (d) Kitchen location should not require staff to pass through the space in order to access laundry, janitorial, washrooms, etc. to mitigate food safety concerns.

#### 3.2.2 Cubby Area

**Design Considerations**

- (a) A cubby area should be provided for each program. One cubby for each child should be provided. ~~Day~~Childcares with part-time children should include extra cubbies.
- (b) There should be sufficient open floor space for a group of eight children with one staff to get dressed for winter conditions separated from the activities of the other children.

**Adjacency**

- (c) The cubby area is best located immediately inside the entry used by children when using the outdoor play yard. This arrangement ensures that wet and muddy outer clothes and boots are not brought into the activity areas of the childcare.
- (d) Each cubby area should be easily accessible to the washroom and to the outdoor covered play area.
- (e) If possible, parents of children aged 0-3 should enter through the cubby area so that shoes can be removed before entering areas where children are playing on the floor.

#### 3.2.3 Storage

Storage is a key factor in providing good childcare.

**Design Considerations**

Three categories of storage should be provided for each childcare program:

- (a) active storage - accessible to children from activity setting;
- (b) semi-active storage shelves and cabinets accessible to staff above or near activity settings; and
- (c) a storage room for longer-term storage and larger equipment.

Storage includes open and closed, fixed and movable, and multi-use and specialized storage elements.

- (d) All [daychildcares](#) should provide storage space for parent-owned strollers, bike trailers, and for car seats left for a return trip in another vehicle.
- (e) The storage room for longer-term storage may be shared by the programs within the facility.
- (f) All storage should be designed to address seismic safety concerns by ensuring that tall, heavy cupboards and other furniture items are fixed to the wall.

**Adjacency**

- (g) Dedicated built-in storage for sleeping mats adjacent to the sleeping area, personal storage for children and staff, a variety of wall cabinets and shelves, floor units and open visible storage should be provided.

**3.2.4 Children's Washrooms and Diapering Area**

For programs including children under 36 months, children with disabilities or children who need additional support, a dedicated diaper changing area should be provided within the washroom.

**Design Considerations**

- (a) When designing the diaper changing area keep in mind that children [on a change table](#) cannot be left unattended for even a moment. Everything the caregiver might need to complete the change should be within reach.
- (b) The space should be separated from activity areas by a low gate or other partition 75 cm to 90 cm high to protect children from potential harm.

**The diaper changing area should include:**

- (c) a changing surface approximately 80 cm high and 60 cm deep by any length sufficient to conduct diapering and dressing routines for two children simultaneously;
- (d) an adjacent sink large and deep enough to bathe and wash off children, outfitted with elbow faucet handles to prevent contact with contaminated hands, and equipped with a hand-held shower attachment;
- (e) space for several large, lined containers with lids for soiled diapers within arm's reach of the caregiver but out of reach of the child;
- (f) shelves or drawers for storing all supplies: wipes, clean diapers, salves, towels, etc. within easy reach of the caregiver but out of reach of the child;
- (g) enough shelf space for storage of children's individual supplies;
- (h) hooks or shelves for mobiles and small toys, and a mirror along or behind the changing surface;

- (i) adequate ventilation to remove odours without drafts and sufficient heat to allow for children's comfort during changing and bathing;
- (j) a nearby toilet for disposing and flushing away feces; and
- (k) room for 3 to 4 potties.

**Staff should be able to visually supervise the entrance to the washroom from the main activity area.**

- (l) In 0-3 programs the children's toilets should be unscreened.
- (m) For 3-5 programs there should be one partially screened toilet. The number of fixtures must conform to the CCFL regulations.
- (n) Do not provide a urinal.

**Adjacency**

- (o) It should be located near and have visual access to the main activity area and be close to the laundry.

**3.2.5 Staff/Accessible Washroom**

A separate staff/accessible washroom should be provided.

**Design Considerations**

- (a) One individual staff/accessible washroom with one toilet and a sink for each facility should be provided. Staff from more than one program may share a washroom.
- (b) An additional washroom should be provided if there are more than two programs in a facility, or if a program is too far from the staff washroom.
- (c) The washroom should be large enough to permit assisted toileting.
- (d) Provision of an accessible shower within the staff washroom is a desirable feature.

**3.2.6 Parents' Room**

A small separate room should be provided for parents as a resource room for reading, staff/parent conferences, or breast feeding.

**Design Considerations**

- (a) It should be private from the program areas and separate from the staff office with a ~~one-way~~ glass to observe the activity area.
- (b) One parent room may be shared by two or more programs.

**3.2.7 Staff Offices**

Staff offices should be provided for administrative activities, storage of confidential files, private interviews and meetings, and as a refuge during staff breaks.

**Design Considerations**

- (a) A single staff office may be shared by two or more programs.
- (b) If a single office is shared by more than two programs, a staff lounge should also be provided.

### 3.2.8 Laundry/Janitorial Area

#### Design Considerations

- (a) A laundry area should be provided, which is not accessible to children. A washer, dryer and folding counter should be provided.
- (b) One laundry area may be shared between two programs.
- (c) A janitorial area, which is not accessible to children, with a floor sink, storage shelves and impervious wall coverings should be provided. This may be shared between two programs.
- (d) If there are more than two programs, or if a program is too far from the laundry/janitorial area, another laundry/janitorial area is recommended.

### 3.2.9 Shared Support Spaces

#### Design Considerations

- (a) Where four or more programs are located together, additional shared support spaces should be provided. Support spaces should provide for central bulk storage, garbage collection, reception and janitorial functions. See Section [2.25-1](#) for further information.

## 3.3 Entry/Exit Security

#### Design Considerations

- (a) The entry should be designed to facilitate supervision and security and to provide a welcoming reception.
- (b) Entries and routes should be well lit.
- (c) The main entry should be immediately recognizable as a childcare with effective signage.
- (d) Care should be taken with design to ensure that potential security problems are recognized and avoided, particularly when facilities are not located at grade.
- (e) There should be only one entry door with additional locked or alarmed doors as required by regulations for emergency egress only. Multiple entries can pose circulation and security problems.
- (f) It should not be necessary to enter one program's space to access another.

#### Circulation/Path

- (g) Ideally, for security and programming reasons, the entry should be directly from the covered outdoor play space.
- (h) The preferred entry sequence is via the cubby area and from there to the primary activity space. This arrangement minimizes tracking wet and dirt into the childcare. This is particularly important in 0-3 programs where children spend much of their time on the floor.
- (i) If the entry is through a hallway or stairway and not directly from the outdoors, the route should provide views to the outdoors, community spaces, or into the childcare.

## 3.4 Circulation

#### Design Considerations

Design to reduce circulation requirements and increase natural surveillance for supervision.

- (a) Corridors may be necessary in facilities where three or more programs are located. In these circumstances long, harshly lit institutional hallways should be avoided. Partial walls to delineate a circulation path may be necessary.
- (b) Access should be provided to all childcare programs within a facility to permit visiting of siblings, occasional use of each other's program spaces, staff sharing and support.

## 4 Outdoor Design Considerations

A sufficiently large outdoor play area is necessary to provide opportunities for children of varying abilities to experience adventure, challenge and wonder in as natural an environment as possible. Provincial childcare regulations require that all children spend some time outdoors every day regardless of the weather.

### 4.1 General Design Considerations

- (a) Each licensed program requires a dedicated, on-site fenced outdoor play area that is planned together with the indoor area.
- (b) The outdoor play space should have a favourable microclimate (i.e., wind protection and direct sunlight), have a rich range of materials and settings including contact with the living natural world, and be safe and secure.
- (c) Outdoor space **for each program** should be at the same level **(plus or minus 0.5m)** as the indoor space **for the same program, (plus or minus 0.5 m)** and **be** contiguous with it.
- (d) Ramps for wheeled equipment should be provided when a level change exists.
- (e) The outdoor area should be protected against flooding.
- (f) The outdoor play space should include a covered area and an uncovered area to accommodate the various outdoor activities. Between 1/3 and 1/2 of the outdoor area should be clear space for group activities and physical movement.
- (g) Play structure locations along walls or back to back with another play structure may be used to reduce fall zones.

### 4.2 Environment

#### Design Considerations

- (a) The outdoor space should be protected from dirt, wind, pollution, noise, fumes and noxious smells or any hazardous elements. It should be acoustically buffered from traffic and parking.
- (b) Exhaust vents from building or parking garages and other hazardous elements should not be located adjacent to outdoor play areas.
- (c) Sunlight access (refer to Section 1.4) should be protected by design techniques such as glazing in south-facing fences or parapets. North-facing sites are problematic if sun cannot reach the transition zone between indoor and outdoor space.
- (d) Non-glare surfaces should be used on highly-exposed sun areas. Some shading should be provided for a portion of the outdoor play area to offer a retreat on hot days. Where a facility has limited shade, consider shade sails, plantings, arbours, and ground coverings that minimize heat retention, especially for children aged 0-3.



### 4.3 Activity Zones

Outdoor space should be organized to offer specific activity zones for exploration by the children. It is recommended that the outdoor play area be divided into play zones, as follows:

**Table 8: Activity Zones**

Play Area	Location	Activity
Covered Play Area	This is a transition zone from the indoors to the outside and should be located adjacent to the entry.	This zone is intended for quiet or concentrated activities such as painting/art, clay/water table, outdoor meals and for active play on rainy days. It is also used for napping in infant programs.

**Table 8 continued: Activity Zones**

Creative Zone	This should be located near the indoors and may be part of covered area.	Activities may include carpentry and art projects that are messy and/or noisy.
Sand and Water Zone	This area should be near the covered play area, the Social Zone and the Dramatic Zone.	This zone provides for play either standing or sitting and encourages projective and fantasy play. Activity areas should include sand, water table, water source, table and other small toys as well as storage for these play props.
Social Zone	A central location that is shady in the summer and sunny in winter.	This zone should provide a quiet place to sit, tell and listen to stories, talk with staff or friends.
Dramatic Zone		A place for imaginative play and dress-up should be provided. This zone provides for symbolic and parallel play and for associative and co-operative activities. Space should be provided for a house setting, props and utensils, large blocks and interlocking construction toys. It is appropriate for the wheeled toy route to extend into this area.
Physical Zone	This zone should be located away from quieter zones but adjacent to the Dramatic Zone.	An area with equipment for balancing, climbing, sliding and swaying is recommended. Equipment should be designed to provide graduated challenges to the appropriate program.

#### Other Play Considerations

- (a) Wheeled Toy Path: a paved path or route for wheeled toys, trikes and bikes should wind around other activity areas.
- (b) Physical development can also be promoted through the use of mounds, boulder clusters, paths for wheeled toys and other features throughout the outdoor setting.
- (c) Natural elements should be included everywhere to provide an experience of nature including vegetable plots, fragrant flowers, soil for digging, sand, water, trees and shrubs, and wind toys such as sails or banners.

### 4.4 Landscaping

#### Design Considerations

- (a) The outdoor space should offer a variety of surfaces and terrains.
- (b) Significant areas of soft landscaping should be provided in all outdoor play yards whether above grade or at grade.

- (c) Natural features and vegetation are important. This may include grassed areas, shrubs, trees and planters to allow for gardening opportunities. Hardy native plants and edible landscaping is encouraged while plants with thorns should be avoided. Appendix A provides a list of common toxic plants that should be avoided in childcare design.
- (d) A hose bib should be provided for watering purposes; it would also be useful to support sand play and water play by filling wading pools or operating a sprinkler to run through on a hot day.
- (e) A resilient fall surface, as approved by the Public Health Inspector, should be provided at all places where children can climb, slide, or fall. Assume that children will climb everywhere possible.
- (f) Loose materials such as engineered wood chips and pea gravel can be contained with curbs or planters, surrounds of wooden decking or other edging solutions. Areas of loose materials should be separated from the entry to indoors by an expanse of paving which can be swept clean periodically.

#### 4.5 Fences and Boundaries

##### Design Considerations

- (a) The boundaries of the outdoor space should be secure and supervisable from many vantage points within the outdoor space and have a strong visual connection with the main indoor activity area.
- (b) Fences and gates should be designed to be non-climbable. For above-grade facilities, fencing should incorporate opportunities for children to view their surroundings and the world below.

#### 4.6 Outdoor Storage and Security

##### Design Considerations

- (a) The safety and security of the outdoor play area must be addressed when there are adjacent uses directly beside or above it.
- (b) Outdoor childcare areas should be secure, with controlled access during program hours. Consideration should be given for security and controlled access outside of program hours to discourage vandalism, littering and theft of equipment.
- ~~(a)~~(c) Convenient and secure storage is key to the regular use and maintenance of outdoor play equipment. Storage should be protected from rain and wind to prevent equipment from rusting or getting water-logged and dirty. It should be securely locked to prevent unauthorized entry.
- ~~(b)~~(d) Outdoor toys, wheeled vehicles, play equipment and maintenance equipment should be stored conveniently to points of use. All storage should be secure from unsupervised entrance by children and outfitted with appropriate hooks, bins and shelving.
- ~~(e)~~(e) Maintenance and landscaping material and equipment should be stored separately from program equipment.

#### 4.7 Rooftop Play Spaces

Rooftop play areas allow access to open outdoor space on densely developed sites, and present opportunities for separation from traffic and noise and greater access to sunlight. However, they

may involve increased construction costs and present additional technical design challenges to address constraints such as more severe climate (i.e., wind), weight, and safety above grade.

Design of play spaces above grade should incorporate planning principles already discussed in sections on indoor and outdoor spaces with additional consideration for the opportunities and constraints offered by the above grade location. The design should allow for the safe exposure of children to natural elements and sun, wind, rain, plants, water and animals.

**Design Considerations**

- (a) Locate to reduce noise from children disturbing adjacent uses and to reduce noise from rooftop equipment disturbing the play space.
- (b) Play space should be free of skylights, roof vents and/or other mechanical equipment.
- (c) Select a location that is protected from exaggerated wind effects around buildings. A wind test area model may be required to determine the adequacy of setting and design.
- (d) Wind effects can usually be mitigated through design techniques such as fences, screens and deflectors. Awnings should be retractable or designed to resist the wind.
- (e) Provide anchorage for all planting and equipment against the wind, and normal use. Use smaller equipment to reduce weight and wind effects.
- (f) The roof structure must be designed to carry the weight of landscaping and play equipment, including heavy elements such as sand, water and shade trees. Location of heavy elements over beams and columns may be needed. Consider options for lighter weight soil, equipment and surfacing. The effect of weight is a major cost determinant.
- (g) Use wind tolerant and draught resistant landscape planting (small soil pockets dry out quickly). All vegetation should be irrigated.
- (h) Protect against future roof leakage. Provide sectional play elements that allow for incremental roof repair. Consider a redundant roof layer for extra protection.
- (i) Provide adequate drainage. Clean outs should be accessible and have catch basins



## Appendix: Common Toxic Plants

This list includes the more common toxic plants used in landscaping in North America. It is **not** an exhaustive list of all toxic plants. The B.C. Poison Control Centre reports that many of these plants do not cause toxicity unless ingested in very large amounts and that symptoms may vary from a mild stomach ache, skin rash, swelling of the mouth and throat to involvement of the ~~H~~heart, ~~K~~kidneys or other organs. If in doubt about a particular plant, check with your local Botanical Garden or consult the **AMA Handbook of Poisonous and Injurious Plants**.

**Table 1: Common Toxic Landscape Plants**

Botanical Name	Common Name	Toxic Part
Aconitum spp	Monkshood, Wolfbane	all parts
Actaea spp	Baneberry, Cohosh	berries & roots
Aesculus spp	Chestnut, Buckeye	
Allium Canadense	Wild Garlic, Wild Onion	bulbs, flowers, stems
Anemone spp	Anemone, Pasque Flower	whole plant
Arisaema spp	Jack-in-the-Pulpit, Bog Onion	whole plant
Atropa belladonna	Deadly Nightshade	whole plant
Aucuba japonica	Aucuba, Japanese Laurel	fruit
Baptisia spp	Wild Indigo, Rattle bush	whole plant
Buxus sempervirens	Boxwood, Box	
Calla palustris	Water Arum, Wild Calla	whole plant, esp root
Caltha spp	Marsh Marigold	whole mature plant
Calycanthus spp	Carolina Alspice, Spice bush	seeds
Capsicum spp	Chili Pepper, Bird Pepper	fruit & seeds
Celastrus scandens	Bittersweet	fruit
Clematis spp	Clematis	whole plant
Colchicum spp	Autumn Crocus	whole plant
Convallaria majalis	Lily-of-the-Valley	whole plant
Daphne mezereum	Daphne, February Daphne	whole plant
Datura spp	Jimson Weed	whole plant, esp seeds
Delphinium spp	Larkspur, Delphinium	
Dicentra spp	Bleeding Heart	
Digitalis purpurea	Foxglove	whole plant
Dirca palustris	Leatherwood	whole plant
Echium spp	Bugloss, Snake Flower	whole plant
Euonymus spp	Burning Bush, Spindle Tree	fruit
Euphorbia spp	Spurge, Gopher Purge	latex
Galanthus nivalis	Snowdrop	bulb
Gelsemium sempervirens	Yellow Jesamine	flowers
Gymnocladus dioicus	Kentucky Coffee Tree	seeds
Hedera spp	English Ivy	berry & leaf
Heliotropium spp	Heliotrope	whole plant
Helleborus niger	Christmas Rose	whole plant
Hyacinthus orientalis	Hyacinth	
Hydrangea spp	Hydrangea	flower bud
Ilex spp	Holly, English Holly	fruit
Iris spp	Iris, Flag	roots, flowers
Jasminum nudiflorum	Jasmine	
Kalmia spp	Mountain Laurel	leaves, nectar

Table 1 continued: Common Toxic Landscape Plants

Botanical Name	Common Name	Toxic Part
Laburnum spp	Laburnum, Golden Rain Tree	all parts
Lantana camara	Lantana	
Leucothoe spp	Pepper Bush, Sweet Bells	leaves, nectar
Ligustrum vulgare	Privet	whole plant
Lobelia spp	Cardinal Flower	whole plant
Lonicera spp	Honeysuckle	possibly berries
Lycoris spp	Spider Lily	bulb
Morus rubra	Red Mulberry	
Narcissus spp	Daffodil, Jonquil, Narcissus	bulb
Nerium oleander	Oleander	whole plant
Nicotiana spp	Flowering tobacco	whole plant
Ornithogalum spp	Star of Bethlehem	whole plant
Parthenocissus quinquefolia	Virginia Creeper	fruit
Pernettya spp	Pernettya	leaves & nectar
Physalis spp	Chinese or Japanese Lantern	fruit
Pieris spp	Lily-of-the-Valley Bush	leaves & nectar
Podophyllum peltatum	May Apple	whole plant
Prunus spp	Cherries, Plums, Peaches	pit kernels only
Quercus spp	Oak	
Ranunculus spp	Buttercup	sap, roots
Rhamnus spp	Buckthorn, Cascara	fruit & bark
Rheum rhabarbarum	Rhubarb	leaves
Rhododendron spp	Azalea, Rhododendron	leaves, nectar
Rhodotypos spp	Jetbead	berries
Rhus vernix	Poison Sumac	
Ricinus communis	Castor Bean	seeds
Robinia pseudoacacia	Black Locust	leaves, roots, bark
Sambucus spp	Elderberry	whole plant except cooked berries
Scilla spp	Squill, Star Hyacinth	whole plant
Senecio spp	Groundsel, Ragwort	whole plant
Solanum spp	Nightshade, Potato, Jerusalem Cherry	uncooked sprout, green skin
Sophora spp	Scholar Tree	seeds
Symphoricarpos spp	Snowberry, Waxberry	berries in large quantities
Taxus spp	Yew	most of the plant, but <b>not</b> the red aril around the seed
Wisteria spp	Wisteria	
Zantedeschia aethiopica	Calla Lily	leaves
Zephyranthes atamasco	Zephyr Lily, Rain Lily	bulb
Sophora spp	Scholar Tree	seeds
Symphoricarpos spp	Snowberry, Waxberry	berries in large quantities

**Table 2: Common Toxic Tropical Plants**

Botanical Name	Common Name	Toxic Part
Aloe spp	Aloe	latex beneath skin
Amaryllis	Amaryllis, Belladonna	bulbs
Anthurium	Anthurium	leaves & stems
Arum	Arum, Solomon's Lily	whole plant
Caladium spp	Caladium, Elephants Ear	whole plant
Clivia spp	Kaffir Lily	whole plant
Crinum spp	Spider Lily	whole plant, esp bulb
Dieffenbachia	Dumbcane	leaves
Epipremnum aureum	Pothos	whole plant
Eriobotrya	Loquat	pit kernel
Hymenocallis spp	Spider Lily	bulbs
Monstera deliciosa	Monstera, breadfruit	leaves
Philodendron spp	Philodendron	leaves
Spathiphyllum	Spathe Flower, Anthurium	whole plant

Note: Amendments to Council-adopted guidelines will be prepared generally in accordance with the provisions listed below, subject to change and refinement prior to posting. Italics and strikeout denote changes to the guidelines.

**DRAFT amendments to the West End  
RM-5, RM-5A, RM-5B, RM-5C and RM-5D Guidelines**

1. Council amends the paragraph on page 8 as follows:

“These guidelines are intended to be used in conjunction with the West End Community Plan ~~and the Laneways 2.0 Toolkit~~ to ensure the delivery of livable and diverse infill typologies and to guide their role in the transformation of the West End’s laneways into vibrant community spaces.”

2. Council strikes the section titled “Submission Requirements” including its paragraph on page 30.

Note: Amendments to Council-adopted guidelines will be prepared generally in accordance with the provisions listed below, subject to change and refinement prior to posting. Italics and strikeout denote changes to the policy.

**DRAFT amendments to the  
Rezoning Policy for Sustainable Large Developments**

1. Council replaces the term "Sustainable Large Developments Admin Bulletin" with "Groundwater Management Administrative Bulletin" in Section E.3.3 as shown in italics below:

"To achieve this on-site retention target the rainwater management system shall manage rainfall in accordance with the green infrastructure tiered approach outlined in the ~~Sustainable Large Developments Admin Bulletin~~ *Groundwater Management Administrative Bulletin*.

Note: A By-law will be prepared generally in accordance with the provisions listed below, subject to change and refinement prior to posting.

**DRAFT By-law to amend Parking By-law No. 6059**  
**Regarding a Housekeeping Amendment**

1. This By-law amends the indicated provisions of the Parking By-law.
2. Council amends Schedule C (CD-1 Districts Parking Requirements) by striking out "CD-1 (1)" in the third column of the entry for 650 West 41st Avenue and substituting the following: "(1)".