



# ANNUAL STATUS REPORT FOR ACHIEVEMENTS FOR THE 2022/2023 ACADEMIC YEAR

“Do to others, as you would have them do to you.”  
**Luke 6:31**

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

The TCDSB is committed to upholding a learning and working environment that actively promotes a culture of accessibility for its entire Catholic community. This involves actively removing visible and invisible barriers to accessibility.

During the past school year, the TCDSB continued its efforts to support the elimination of barriers for individuals with disabilities. According to section 4 (1) of Ontario Regulation 191/11: Integrated Accessibility Standards, in the AODA the TCDSB is required to publish reports on the measures adopted to implement the priorities outlined in the Multi-Year Strategic Plan.



**IN GOD'S IMAGE:** *Growing in Knowledge, with Justice and Hope*

## Accessibility Achievements in 2022/2023

- **APRIL: National AccessAbility Week** – partnership with Rick Hansen Foundation and Easter Seals to help support events, school resources and activities to promote a culture of accessibility.
- **OCTOBER: TREAT Accessibility** – The Toronto Catholic District School Board supported accessible trick-or-treating and created community awareness for students with disabilities. – supported schools with resources, guest speakers and activities including printed materials.
- **OCTOBER: Barriers Students with Disabilities Grant:** begin work with Student Trustees CSLIT and ECSLIT to help engage and include students to:
  - a. Empower students to play a leadership/allyship role in promoting inclusive, barrier-free school environments and raise awareness about the value and benefits of accessibility and inclusion.
- **NOVEMBER: TCDSB Accessibility Compliance Report for Regional Internal Audit Team (RIAT) Legislative Compliance.**
- **DECEMBER: Partnerships with Rick Hansen Foundation** – reviewer for staff Training Modules to address breaking down attitudinal barriers and accessibility training and awareness.
- **DECEMBER: International Persons with Disabilities Week** enabled the Rick Hansen Ambassador Speaker series for students and staff.
- **ONGOING: Monthly AODA meetings** with Capital Development, Environmental Support Services and Special Services to review and action all AODA requests and all new school buildings.
- **ONGOING: Working Group** in the process of reviewing the TCDSB AODA Plan.

**SECTION 1**

**Architectural & Physical Barriers**

All designs of new schools and additions have building features that incorporate principles of universal and barrier-free design to meet the requirements of the Ontario Building Code and in many cases to address additional exceptional program needs.

Accessibility alterations and provisions of specialized facilities within existing schools continue where identified. Accessibility is addressed with the provision of power door operators at major interior and exterior doors, unisex barrier-free accessible washrooms, ramps at level changes, enhanced ventilation requirements, appropriate signage and audio or visual emergency alarm systems.

<b>Accomplishments</b>	<b>Monitoring/Next Steps</b>
<p>A. Major retrofit at St. Paul VI for a new childcare was completed in 2024 which incorporated barrier-free door access hardware into the building.</p> <p>B. Completion of new construction at the following schools in 2024</p> <ul style="list-style-type: none"> <li>- Regina Mundi Retrofit at former Dante Alighieri</li> <li>- Holy Angels Elementary School new school</li> <li>- St. Leo Elementary School new school</li> <li>- St. Matthias School new school</li> <li>- St. Raymond new school</li> </ul> <p>C. Numerous schools remain in design development.</p> <p><i>Refer to Section 2 for an additional list of projects</i></p>	<p>Continue design meetings with the Superintendent of AODA</p> <p>Local Design Committee meetings with stakeholders</p>

**Expected Outcomes** By the end of Academic Year 2023-2024

Complete the design and construction of numerous schools to meet the requirements and expectations of AODA and the Ontario Building Code.

**SECTION 2**

## Capital Development and Planning Services, Asset Management & Renewal, Environmental Support Services

The TCDSB has undertaken a number of initiatives to identify, remove and prevent barriers to people with disabilities.

The Capital Development and Planning services department continues to ensure all schools that are in the design and construction phase, or any additions made to existing schools, meet or exceed accessibility standards.

The Environmental Support Services Department ensures that procedures are in place for preventative and emergency maintenance of the accessible elements in public spaces, and for dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice of the temporary disruptions and contact information both on-site and electronically, when possible. ([TCDSB Notice of Disruption Document](#)) Malfunctioning or broken accessibility components will be prioritized on work orders.

Through the annual budget presentation, specific projects are identified, prioritized and completed in a coordinated effort between the Planning & Facilities

Accomplishments	Monitoring/Next Steps
<ul style="list-style-type: none"> <li>● Exterior work that contains accessibility features (Barrier-free parking, line painting, ramps, etc.).</li> <li>● Universal Washrooms</li> <li>● Washroom renovations</li> <li>● Exterior door replacements with new door operators and hardware</li> </ul> <ul style="list-style-type: none"> <li>● Elevators</li> <li>● Lifts</li> <li>● Floor coverings</li> <li>● Guardrails</li> <li>● Any Accommodation work completed either through Renewal or Environmental Support Services</li> </ul>	<p>Refer to Appendix A for specific accomplishments.</p> <p>Monthly meeting to review all projects and AODA requests.</p> <p>Meetings with project supervisors to review project designs.</p>

**Expected Outcomes** By the end of Academic Year 2023-2024

Continue to complete requested projects and planned projects to meet the accessibility needs of staff, students and all stakeholders and improve accessibility throughout the Board by incorporating accessible design where applicable in renovations.

**SECTION 3**

**Transportation**

The student Transportation unit continues to provide integrated accessible school transportation, or appropriate alternative accessible transportation services for students with disabilities where integrated services are not possible or not the best option due to the nature of the disability or safety concerns. Through the IPRC process, specific needs are identified and passed to transportation via the Individual Student Transportation Plan while documentation around the services provided by student transportation are provided to families through this process as well.

<b>Accomplishments</b>	<b>Monitoring/Next Steps</b>
<p>A. Passed Website Accessibility Test</p> <p>The transportation consortium passed the Website Accessibility test providing various tools and items to allow stakeholders with various disabilities access to transportation information.</p> <p>B. Published and Awarded Student Transportation Request for Tender.</p> <p>Items such as the inclusion of large-scale wheelchair-accessible school buses were included so that students in wheelchairs can accompany their peers on the same bus when attending field trips or other events where travel is required.</p>	<p>Must update and continue to review documentation on the website to ensure it is in accessible formats.</p> <p>Ensure that schools are aware of this service and that it is included in the approved vendor list for school review.</p>

**Expected Outcomes** By the end of Academic Year 2023-2024

Continue to deliver accessible school transportation solutions for our stakeholders.

**SECTION 4**

**Design of Public Space**

We are committed to designing, monitoring, and maintaining and repairing accessible elements of public spaces

<b>Accomplishments</b>	<b>Monitoring/Next Steps</b>
<p>A. Service Counter at Catholic Education Centre</p> <p>B. Emergency Prevention and Maintenance: Fire Safety Plans are in the process of being updated to reflect Toronto Fire and the approved process for evacuation. Areas of Safe Refuge are being created where required.</p> <p>C. Temporary Disruptions: all service disruptions will be posted on the TCDSB Accessibility webpage.</p> <p>D. Identify accessible entrances in our buildings project.</p>	<p>Continue to collect feedback for improvement.</p> <p>ESS - As necessary and ongoing</p> <p>As required and ongoing</p> <p>Ongoing and working with all stakeholders</p>

**Expected Outcomes** By the end of Academic Year 2023-2024

All projects are designed to meet the accessibility requirements of the AODA and the Ontario Building Code

**SECTION 5**

**Special Services**

Special Education information regarding supporting students with special education needs, including those with disabilities, is reported to the Ministry of Education annually through the TCDSB’s Special Education Plan. This plan is posted on the TCDSB’s website [www.tcdsb.org](http://www.tcdsb.org).

Through the Special Equipment Amount (SEA), the Board has been able to provide assistive technology, materials, resources, and equipment at the individual school for students in need due to a disability.

The SEA process allows for individualized equipment such as a walker, standers, sensory materials, lifts, computers and assistive software to be purchased on behalf of individual students if it is deemed essential for them to have the equipment in order to access the curriculum.

<b>Accomplishments</b>	<b>Monitoring/Next Steps</b>
<p>A. Ensure that requests for Special Equipment Amount (SEA) equipment for students are processed and appropriate equipment is provided.</p> <p>B. Holland Bloorview: Dear Everybody Campaign, Project Inclusion Learning Modules, Staff Professional Development</p> <p>C. Ministry of Education (MOE) Removing Barriers for Students with Disabilities Grant Application Approved</p>	<p>Ongoing and as requested.</p> <p>Professional Development targets met for the academic year.</p> <p>Partner with various stakeholders including Student Trustees, CSLIT and ECSLIT to help educate and empower students about removing barriers for students with disabilities.</p>

**Expected Outcomes** By the end of Academic Year 2023-2024

By the end of June, the MOE, Removing Barriers for Students with Disabilities Grant requirements will be fulfilled.

## SECTION 6

### Human Resources/Employment

The TCDSB is an equal-opportunity employer. In this regard, the Board recruits qualified staff specific to the requirements of the job. Routine processes allow staff to be placed in facilities that accommodate their disability. The TCDSB has a dedicated team of experienced professionals in Disability Management who appropriately, safely, and respectfully facilitate accommodation for staff members with disabilities in the workplace. The accommodation may include providing staff with disabilities with the necessary equipment that allows staff members to perform their duties in a barrier-free workplace.

The workplace accommodation process practiced by the professionals in the Human Resources department is outlined in the Board's Workplace Accommodation for Employees with Disabilities Policy. Itinerant employees are encouraged to contact the site/supervisor prior to or upon arrival at the worksite to discuss accessibility needs as outlined in the Individual Accommodation Plan (IAP).

Accomplishments	Monitoring/Next Steps
<p>A. Responding to accommodation requests made by staff in a timely manner.</p> <p>B. Developed internal processes with IT Partners to ensure IT equipment required for accommodations is given the highest priority when a ticket is logged.</p>	<p>Continue to track and monitor accommodation requests for any possible trends. If identified, proactively address opportunities for improvement with the appropriate internal stakeholders i.e., when the Board is replenishing office chairs – only purchase ergonomic chairs with adjustability.</p>

#### Expected Outcomes By the end of Academic Year 2023-2024

The TCDSB expects to continue to address individual accommodation requests in a timely manner. The Human Resources department will continue to work with internal partners to improve response time in acquiring equipment, furniture, and assistive devices for staff accommodation.



**SECTION 6A**

**Human Resources – Employment and Recruitment**

During the 2012/2013 calendar year, the hiring and recruitment practices were reviewed with a view that employment is based upon qualifications and the ability to complete the core functions of the job description. The hiring and recruitment process for job classifications and professions at the Board was reviewed in order to minimize any possibility of individuals with disabilities being disadvantaged by accessibility barriers when seeking employment with the TCDSB.

Under the AODA, the recruitment process is to be barrier-free for job applicants with disabilities and when making offers of employment the Board must notify the successful candidate of the policies in place regarding accommodating persons with disabilities in the workplace.

By January 1, 2014, the TCDSB was required under the AODA to notify all job applicants when they are selected to participate further in the selection process that accommodation is available upon request in relation to the materials or processes to be used. The Board must consult with the applicant who is selected and who requests accommodation and is required to provide and arrange for the provision of suitable accommodation. The TCDSB must also notify all successful applicants, when making offers of employment, of policies, procedures and plans for accommodating persons with disabilities.

<b>Accomplishments</b>	<b>Monitoring/Next Steps</b>
<p>The Recruitment Department is committed to ensuring that the appropriate accommodations are provided for those applicants who have self-identified in the job application process as a requirement for accommodations during the interview and selection process.</p> <p>In the year 2022/2023 - one candidate for the non-union group was required to have the interview questions visible on screen. This was provided to the candidate in the Chat during the Zoom interview.</p>	<p>Candidates who self-identify as having a disability during the application process must request an accommodation from the Recruitment Department.</p>

**Expected Outcomes** By the end of Academic Year 2023-2024

All accommodation requests and any modifications are dealt with by the Recruitment Department and are kept confidential. Once the candidate discloses, that they require an accommodation, the Sr. Coordinator

and/or Sr. Manager of Recruitment will contact the candidate requesting supporting medical documentation to specify functional limitations associated with the disability that may be impacted by the selection process. This documentation shall not contain any specific medical diagnosis. Candidates are advised that all supporting medical documentation received is kept confidential and protected under the Personal Freedom of Information and Protection of Privacy Act (PFIPPA).

The Recruitment Department advises the Interview Panel or Hiring Manager on the approved accommodations required during the interview process.

**SECTION 6B**

**Human Resources – Training**

In accordance with AODA requirements, the TCDSB provided interactive training on the Human Rights Code as it pertains to persons with disabilities for school board employees, volunteers and all other persons who provide goods and services or facilities on behalf of the school board. All school boards will be obligated to present this training.

<b>Accomplishments</b>	<b>Monitoring/Next Steps</b>
The Board developed a Compliance and Mandatory Training program, a Compliance Training website (I Agree) and resources for specific employee groups including all educators.	Ongoing training for new employees and volunteers in the areas of:  <b>Accessibility Awareness:</b> <a href="https://intranet.tcdsb.org/Resources/accessibility/Pages/default.aspx">https://intranet.tcdsb.org/Resources/accessibility/Pages/default.aspx</a>  <b>Customer Service Standards:</b> <a href="https://intranet.tcdsb.org/Resources/accessibility/Pages/Customer-Service-Standards-Training-AODA.aspx">https://intranet.tcdsb.org/Resources/accessibility/Pages/Customer-Service-Standards-Training-AODA.aspx</a>

**Expected Outcomes** By the end of Academic Year 2023-2024

Training modules will be developed and included in onboarding new and existing employees

**SECTION 7**

**Information and Communications**

The TCDSB strives to ensure that public information is accessible and available in a timely manner to persons with disabilities. (e.g. access to board meetings, communication products, etc.)

<b>Accomplishments</b>	<b>Monitoring/Next Steps</b>
<p>A. Consistency in Review: Ensure that all products, when produced or reviewed by the Communications department, are AODA compliant.</p> <p>B. Web Accessibility: Launched a new TCDSB website that complies with WCAG 2.0 Level AA standards in September 2022. Continue to ensure the TCDSB website (www.tcdsb.org) and materials posted on www.tcdsb.org meet such compliance requirements.</p> <p>C. Public Correspondence: Members of the public may request TCDSB communications in accessible formats.</p> <p>D. Document Formats: Offer large-print (for printed and digital materials) and audio or video formats to help accommodate people with vision impairment.</p> <p>E. Captioning &amp; Transcripts: Provide captioning for video content and make available transcripts for audio content, if requested, to make it accessible to individuals who are deaf or hard of hearing.</p> <p>F. Inclusive Language: Adopt inclusive language that respects diversity and avoids ableism or other forms of discrimination in all communications.</p> <p>G. Public Feedback: Open to public feedback about the accessibility of TCDSB communication materials.</p>	<p>Ongoing Compliance, Support and Review (As Needed)</p>

H. Accessible Social Media: When posting on social media platforms, use accessible features like alt-text for images and be mindful of colour contrasts to make posts more readable.

**Expected Outcomes** By the end of Academic Year 2023-2024

- Create training tutorials for staff to make documents accessible
- Track requests for accessible formats of public communications/documents
- Monthly AODA reminders and resources for K – 12 Principals to share with school communities.
- Regularly review and update the TCDSB Accessibility webpage to ensure it is current and rich in resources and information

**SECTION 8**

**Customer Service**

The TCDSB updated its Accessibility Standards for Services and Facilities policy (A.36) on September 22, 2016. The TCDSB remains in compliance with the Customer Service Standard.

The TCDSB regularly solicits feedback about the manner in which it provides services and facilities to people with disabilities. Feedback processes vary including in person, by telephone, in writing by mail, hard copy, diskette or fax, or by some other communication technology.

<b>Accomplishments</b>	<b>Monitoring/Next Steps</b>
A. Request form Feedback Mechanisms: Implement multiple, accessible ways for the public to provide feedback or ask questions, such as an easy-to-find email address (by clicking on the ‘Accessibility’ link) at the bottom of our external web pages and accessible online forms.	Ongoing review of all feedback to inform next steps

**Expected Outcomes** By the end of Academic Year 2023-2024

Survey the public to provide feedback on request satisfaction

## Appendix A

### 2022-23 AODA SUMMARY Recently Completed Capital, Renewal and ESS Projects

School	Type of Project	Scope of Work
Christ the King CS (Temporary St. Leo)	Barrier-free/universal washroom	New floor and wall tile, code-compliant fixtures.
Christ the King CS (Temporary St. Leo)	Stairlift	Stairlift at the main entrance, three steps down.
St. Mary Secondary Academy	Floor covering	Carpet tile installation in room 139D, 240A
Mother Cabrini CS	Student W/R, Stair Railings	**Awaiting all specs from School-Respective Depts
St. Gregory CS	Student washroom, millwork, Door Operators	**Awaiting all specs from School-Respective Depts
Marshall McLuhan CSS	Elevator, Designated washrooms, ESS & Renewal	Door hardware, fixtures & electrical completed
St Paul CS	Exterior Door Replacement - nearing completion	Door Hardware - Automatic Door Operators and Push Buttons.
Brebeuf College	Exterior Door Replacement	Door Hardware - Automatic Door Operators and Push Buttons.
Msgr Fraser	Exterior Door Replacement	Door Hardware - Automatic Door Operators and Push Buttons.
Our Lady of Perpetual Help CS	Exterior Door Replacement	Door Hardware - Automatic Door Operators and Push Buttons.
St Thomas Aquinas CS	Exterior Door Replacement - nearing completion	Door Hardware - Automatic Door Operators and Push Buttons.
St Rose of Lima CS	Site Improvement/Paving	Barrier-free parking spots. New ramp, line painting. (completed)
St Marguerite Bourgeoys CS	Barrier-free/universal washroom. Code-compliant sink, new floor tile, grab bars, new toilet	

St Maria Goretti CS	Full elevator replacement.	New AODA audible devices inside of car, camera and brail ID sign outside of the car. (completed)
St. Paul VI CS	Capital Childcare Renovation	Door Hardware - Automatic Door Operator and Push Button.
St Barnabas CS	Capital Childcare Addition	3 room childcare spaces comply with Building Code AODA requirements
St Roch CS	Capital Childcare Addition	3 room childcare spaces comply with Building Code AODA requirements
Blessed Trinity CS	Washroom Renovation	Boys Washroom #106 and Girls Washroom #110
Nativity of Our Lord CS	Washroom Renovation	Boys Washroom #103 & Girls Washroom #113
Michael Power - St. Joesph HS	Washroom & Changeroom Renovations	Boys Changerooms #1142 & #1145, Girls Changeroom #1151, Boys Washroom 2066 & Girls Washroom 2069
Michael Power - St. Joesph HS	Parking Lot Renovation	Barrier-free parking, line painting, ramps, curb cuts, etc.
St. Stephen CS	Washroom Renovation	Boys Washroom #204 & Girls Washroom #207 (i.e., note, that the girl's washroom is not AODA as per the consultant's error in design)
St. James CS	Exterior Door Replacement	The main entrance & door nearest to the parking lot door widen to meet AODO & include push buttons for exterior and indoor doors
St Brendan CS	AODA Washroom Renovation	Auto door opener. New flooring, new audible fire devices, sink and toilet.
Mary Ward CSS	Exterior Door Replacement - Front Doors Only	Door Hardware - Automatic Door Operator and Push Button. (completed)
St Columba CS	Exterior Door Replacement	Door Hardware - Automatic Door Operator and Push Button. (completed)
St Aidan CS	Exterior Door Replacement	Door Hardware - Automatic Door Operator and Push Button. (completed)

Cardinal Leger CS	Exterior Door Replacement	Door Hardware - Automatic Door Operator and Push Button. (completed)
Sacred Heart CS	Exterior Door and Window Project	Door Hardware - Automatic Door Operator and Push Button. (completed)
St. Mother Teresa CS	Interior work	Door Hardware - Automatic Door Operator and Push Button. (in progress)
Mary Ward CSS	Elevator upgrade	Replace the key operator with the push button operator
St. Mary C Academy	Site Improvement/Paving	Barrier-free parking spots. Line painting.
St. Oscar Romero CSS	MEDD Room Renovation	Fully accessible: Room, Kitchen, Washroom (in progress to be completed by end of 2023)
St. Helen CS	Exterior Door Replacement	Oversized door installed, operator not in yet
St. Rita CS	Exterior Door Replacement	Oversized door installed, operator not in yet
St. John Bosco CS	Exterior Door Replacement	Oversized door installed, operator not in yet
St Paul VI CS	Exterior Door Replacement	Oversized door installed, operator not in yet
St. Augustine CS	Exterior Door Replacement	Oversized door installed, operator not in yet
St Francis Xavier CS	Exterior Door Replacement	Oversized door installed, operator not in yet
St Francis De Sales CS	Exterior Door Replacement	Oversized door installed, operator not in yet
Chaminade College	Exterior Door Replacement	Oversized door installed, operator not in yet (in construction)
Blessed Margherita CS	Exterior Door Replacement	Oversized door installed, operator not in yet
CEC	Front desk	New service counter
Blessed Trinity CS	Site Improvement/Paving	Barrier-free parking spots. Line painting.
Epiphany of Our Lord CS	Site Improvement/Paving	Barrier-free parking spots. Line painting.
Precious Blood CS	Site Improvement/Paving	Barrier-free parking spots. Line painting. Handrails and Tactile plates on exterior steps.

St. Andrew CS	Site Improvement/Paving	Barrier-free parking spots. Line painting. Accessible pedestrian walkway, curb depressions with tactile plates
St. Denis CS	Site Improvement/Paving	Accessible pathway through play yard, accessible access to new artificial turf and tiered Armour stone seating
St. Jerome CS	Site Improvement/Paving	Barrier-free parking spots. Line painting. Future Play Structure (Spring 2024) will include accessible play elements
St. Roch CS	Site Improvement/Paving	Barrier-free parking spots. Line painting. Future Play Structure (Spring 2024) will include accessible play elements
St. Martha CS	Site Improvement/Paving	Barrier-free parking spots. Line painting.
All Saints CS	Site Improvement/Paving	Barrier-free parking spots. Line painting. Accessible pedestrian walkway, curb depressions with tactile plates
St. Margherita of Città di Castello CS	Play Structure	AODA Accessible playground, including transfer stations, fully accessible ground-level play, accessible and fully fenced stairways