



2017 ACCESSIBILITY ANNUAL STATUS REPORT

Achievements for the 2016/2017 Academic Year

During the past school year, the TCDSB continued its efforts to support the elimination of barriers for individuals with disabilities.

Facilities, Planning and Capital Development Department

The Facilities, Planning and Capital Development department worked within the budget allocations to renovate schools, build new or replacement elementary and secondary schools and modify existing structures while ensuring that all requirements under the *Ontario Building Code* were met. *Ontario Building Code* requirements are in compliance with the *Accessibility for Ontarians with Disabilities Act (AODA)* statutory obligations to ensure that physical barriers are eliminated for individuals with disabilities. The Facilities Department ensures procedures are followed for preventative and emergency maintenance of the accessible elements in public spaces and when dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice and contact information on-site and electronically, when possible.

The following Capital Development projects are underway and are expected to be completed by 2019 or earlier:

| School/Location | Project Overview |
|---|---|
| New Build/Replacement Schools 2017- 2019 | |
| Holy Trinity Catholic School | Consolidation of two (2) elementary schools on a new site |
| St. Simon Catholic School | Replacement elementary school on a new site |

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| St. John the Evangelist Catholic School | Replacement elementary school & Child Care Centre on the existing school site |
| Bishop MacDonnell Elementary School | Joint Venture development of two (2) elementary school (TCDSB & TDSB), Community Centre and Child Care Centre, on the former Railroad Lands |
| New Build/Replacement Schools 2019- 2021 | |
| St. Joseph Morrow Park Catholic Secondary School | Replacement of secondary school on a new school site |
| Dante Alighieri Academy/Villa Columbo | Joint Venture development of secondary school and Community Cultural Centre |
| St. Margaret Catholic School | Replacement elementary school on the existing site or possible new site |
| St. Fidelis Catholic School | Replacement elementary school on new site |
| Blessed Cardinal Newman Catholic Secondary School | Replacement of secondary school on an expanded site |
| St Bruno/St Raymond Elementary School | New replacement school, consolidation of two schools plus a new childcare |
| St Leo Elementary School | New replacement school, consolidation of two schools (St Louis and St Leo) plus a new childcare |
| School/Location | Project Overview |
| Additions to Existing Schools Completed | |
| Our Lady of Wisdom | Elementary addition for FDK & Classrooms |
| St. Malachy Catholic School | Elementary addition for FDK & Classrooms |
| St. Victor Catholic School | Elementary addition for FDK & Classrooms |
| St. Ursula Catholic School | Elementary addition for FDK & Classrooms |
| Additions to Existing Schools to be Completed 2018 - 2019 | |
| St. Clement Catholic School | Elementary addition for FDK, Classrooms, Gymnasium & Child Care Centre |
| St. Paschal Baylon Catholic School | Elementary addition for FDK, Classrooms & Gymnasium |
| St. Augustine of Canterbury Catholic School | Elementary addition for Classrooms, Gymnasium & Child Care Centre |

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. Presently, there are four (4) new elementary school in construction – scheduled to open in late 2018 or the spring of 2019. The Board is proceeding with three (3) replacement secondary schools and four (4) replacement elementary schools. In addition, the Board has completed the construction of four (4) elementary school additions with three (3) other elementary school additions

underway. All new schools and additions conform to the accessibility standard obligations, under the AODA, consistent with the requirements of the *Ontario Building Code*.

Accessible Schools for Individuals with Physical Disabilities

The Board is proud to provide a great number of schools that either have one (1) story or alternatively, at schools which are greater than one (1) story, have a passenger elevator to assist individuals who may have mobility issues and who may experience a physical/architectural barrier if the individual is unable to utilize the stairwells.

Single Story Schools:

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|---------------------------|----------------------------|---------------------|
| Blessed Kateri Tekakwitha | Our Lady of the Assumption | St. Henry |
| Holy Angels | Sacred Heart | St. John Vianney |
| Josyf Cardinal Slipyi | St. Elizabeth Seton | St. Maximilian Kobe |
| Monsignor John Corrigan | St. Florence | St. Sylvester |
| Our Lady of Grace | St. Gabriel Lalemant | The Divine Infant |

Schools with a Passenger Elevator:

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|--------------------------------------|----------------------|---------------------------|
| All Saints | Nativity of Our Lord | St. Francis Xavier |
| Archbishop Romero | Our Lady of Fatima | St. Gregory |
| Bishop Allen | Our Lady of Lourdes | St. Helen |
| Bishop Morocco/Thomas Merton | Our Lady of Sorrows | St. Jane Francis |
| Blessed Mother Teresa | Our Lady of Victory | St. Joachim |
| Blessed Pier Giorgio Frassati | Pope John Paul II | St. John the Evangelist |
| Blessed Trinity | Price of Peace | St. Joseph College |
| Brebeuf College | Regina Pacis | St. Kevin |
| Canadian Martyrs School | Senator O'Connor | St. Luke |
| Cardinal Carter Academy for the Arts | St. Agatha | St. Maria Goretti |
| Cardinal Leger | St. Albert | St. Mark |
| Cardinal Newman | St. Ambrose | St. Mary Secondary School |
| Father Henry Carr | St. Andre | St. Michael Choir |
| Father John Redmond | St. Angela | St. Monica |
| Francis Libermann | St. Anthony | St. Nicholas |
| Holy Cross | St. Basil the Great | St. Norbert |
| Immaculate Conception | St. Bede | St. Patrick |
| James Cardinal McGuigan | St. Bernard | St. Pius X |
| James Culnan | St. Brendan | St. Raphael |
| Jean Vanier | St. Charles Garnier | St. Robert |
| Loretto Abbey | St. Clement | St. Stephan |

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| Loretto College | St. Conrad | St. Thomas Moore |
| Marshall McLuhan | St. Comos & Damian | St. Timothy |
| Mary Ward | St. Domenic Savio | Catholic Education Centre (Board Office) |
| Michael Power/St. Joseph | St. Edward | |
| Monsignor Percy Johnson | St. Francis of Assisi | |

School Site Facility Accommodation Requests from Parents/Students- Board Operational Procedure “Accessibility Best Practices”

The Board is pleased to announce that the “Accessibility Best Practices” document was created and approved by the Board of Trustees as an appendix to the TCDSB Accessibility Standards for Services and Facilities policy (A.36). This applies to accommodation requests for all students or prospective students of the School Board. It applies to all School Board locations.

This Operational Procedure 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.

The Board encourages students and/or parents to suggest how the student’s disability could be accommodated. In addition, the Board encourages the parents of the student to provide reports, letters, and/or other documents from treating physicians or other health care professionals relating to the disability and the impairments or restrictions which give rise to the need for accommodation.

Following receipt of a request for an accommodation, the school principal 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 may 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 accommodations requested;
- Other possible accommodations that may address the student's impairment or restrictions.

Special Services Education

The Special Services department is committed to reducing and eliminating barriers for students with special needs for their physical and learning environments. The Toronto Catholic District School Board strives to provide each special needs student with the attitudinal, academic and physical skills to reach their full potential for learning and practical skills development. During the 2016/2017 school year, approximately 1,500 students with special needs were identified and the Board presently has a total of approximately 9,000 students identified with special needs.

Students who have been identified as possessing a special education exceptionality, as defined by the Ministry of Education (MOE) and the Toronto Catholic District School Board's Special Education Plan, have an Individual Education Plan (IEP), an MOE requirement. An IEP is written for students receiving special education support and services in order to meet their individual, academic, emotional, social, behavioural and physical needs. In consultation with parents, classroom teachers and a Special Education Teacher, the IEP is written within 30 school days of a student's placement in a special education program. Accommodations set out in the IEP are implemented to reduce or remove barriers that hinder the learning of a student with special needs. Presently, the Board has over 18,000 students with an IEP. Access to assistive technology, extra time on tests, varying assessment methods and providing instruction notes are some examples of accommodations made through the support and plan set out in the IEP.

The IEP includes the following elements:

- strengths and needs related to the student's learning;
- relevant assessment data;
- list of instructional, environmental and assessment accommodations the student requires;
- current level of achievement for each modified subject/course/alternative program area;
- annual program goals, learning expectations and strategies;
- assessment methods;

- documentation of parent consultation;
- transition plan for students 14 years of age and older; and
- a safety plan (if applicable)

During the 2016/2017 academic year, to assist in elimination of barriers in the students' learning environments, the Ministry of Education approved approximately 750 Special Education Amount (SEA) claims for the purchase of assistive technology for students with higher special needs. The equipment includes devices such as positioning devices and amplification systems. SEA claims also may include computers and software that provide access to curriculum such as word prediction programs, speech-to-text programs, text-to-speech programs and movement-to-text programs through computer generated prompting methods.

On a continual basis, administrators work to identify physical barriers in schools which hinder the learning of students with special needs. Providing ramps, electronic door openers, lifts and hand rails in bathrooms are examples of some physical changes to buildings that the Planning Department have implemented on an individual needs basis. The removal of physical barriers is facilitated through local level discussions with the Planning Department, the school Principal and the regional Superintendent of Education.

Health & Safety

Student & Employee Emergency Evacuation Response Plan(s)

In accordance with the AODA Integrated Accessibility Standards Regulation, the Toronto Catholic District School Board developed Individual Emergency Evacuation Response Plans for all students and staff members with disabilities or limitations which may hinder their ability to exit the building in the case of an evacuation.

The individual Emergency Evacuation Response Plan is customized by the school administrator, for students, or by the employee's manager, to incorporate the mobility or capacity limitations into a site based plan to ensure that the individual's safety, in case of an emergency evacuation, is of the highest consideration. The individual Emergency Evacuation Response Plan also provides information and instructions to those individuals assigned to assist the disabled student and/or employee, if necessary, on the protocol and methods to meet the individual's special needs for evacuation. The Emergency Evacuation Response Plan template document can be found on the Board's intranet website portal under the Health & Safety Department's drop-down menu.

Human Resource Services

Workplace Accommodations for Disabled Employees

As part of the Human Resources Division, the Benefits Department continues to develop customized individual workplace accommodations for employees with both temporary and permanent physical and cognitive limitations, restrictions and impairments. The workplace accommodation process is described in the Toronto Catholic District School Board's Workplace Accommodation for Employees with Disabilities Policy- H.M.38. Through the Functional Abilities Form (FAF) and additional medical documentation provided by the employee, from their treating Physician or licensed Medical Practitioner, the Disability Management Team may arrange for workplace site assessments, ergonomic assessments, and accessibility assistive devices to determine the accommodation required for the employee and what equipment or job duty changes may be appropriate for their particular physical and/or cognitive disability. Through the intensive workplace assessments conducted by the Disability Management Team, it may be ultimately determined that modified work is appropriate or that the employee be permanently accommodated in the workplace to address their individual physical or cognitive impairments.

In compliance with the January 1, 2014 deadline under the Integrated Accessibility Standards Regulation of the AODA, the Benefits Department has developed standardized workplace accommodation documents that detail the employee's physical and/or cognitive limitations and impairments in relation to the required duties of the employee's job classification, while ensuring confidentiality of the employee's medical condition. A detailed description and outline of the employee's accommodation within the job classification and/or alternative job classification, if found to be completely disabled from the employee's original job class, is documented by the Disability Management Team on the Workplace Accommodation document. In accordance with the Board's Workplace Accommodation for Employees with Disabilities Policy, the workplace accommodation plan is discussed in collaboration with the disabled employee, Board Management and our Union partners for those employees who are a member of a bargaining unit.

Accessible Recruitment Practices

The Recruitment Services Department of the Board's Human Resources Division aims to promote and provide all job candidates, both internal and external, with an opportunity to

self-identify a disability that would require an accommodation during the recruitment process.

As of January 1, 2014, Recruitment Services is proud to offer individualized accommodations for current employees or external job candidates during the interview and/or skills testing processes for vacant positions. The job candidate is required to self-identify their disability before being interviewed and/or tested for the job classification to which they have applied to. The job candidate may also be asked to provide details regarding how to appropriately accommodate their disability during an interview process and in a skills testing environment. In some circumstances, which may be dependent on the nature of the disability identified, the applicant may be required to produce medical documentation to support their request for interview and skills testing accommodations. The medical documentation provided by the job applicant will provide direction and clarity to the Recruitment Department in order to appropriately accommodate the job applicant's physical and/or cognitive disabilities. Accommodations implemented during the recruitment process are completed centrally, at the Toronto Catholic District School Board's Catholic Education Centre (Board Office), as well as at schools sites and the Regional Facilities Offices.

Accessibility Awareness Training for Educators

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since the 2012/2013 academic year the Toronto Catholic District School Board has delivered accessibility awareness training to its educators (as defined under the AODA) including: Superintendents of Education, Principals, Vice-Principals, Academic Program Coordinators, Teachers, Educational Assistants, Child and Youth Workers, Early Childhood Educators, Social Workers, Speech and Language Pathologists, Psycho-educational Consultants, Psychologists, Attendance Counselors, Secondary School Student Supervisors, International Language Instructors, Adult English as a Second Language (ESL) Instructors and Adult ESL Nursery Instructors.

The accessibility awareness training reviews the obligations under the AODA which impact the Board's program and classroom staff. The training specifically focuses and provides reference and resource materials that are designed to assist student based educational staff in developing strategies for educating all students regarding accessibility awareness. In addition, the training provides the educator staff with academic tools to design lesson plans that integrate accessibility awareness into the grade level curriculum.

Human Rights and Accessibility Training for Support Staff

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since January 1, 2014, the Toronto Catholic District School Board has delivered accessibility awareness and human rights training to its support staff, volunteers and co-op students (staff members not defined as “educators”).

The accessibility awareness and human rights training was developed by the Ontario Human Rights Commission and reviews the obligations under the AODA and the *Ontario Human Rights Code* which impact the Board’s staff, volunteers, co-op students. The training specifically focuses on the rights of employees to workplace accommodations and the barriers in the workplace relating to accessibility and all disabilities which have been recognized by the Ontario Human Rights Tribunal.

The TCDSB has also ensured through its community partnership programs, joint ventures, and external contractors that the partner and/or contracted organization is responsible for the deliverance of accessibility awareness and human rights training through amendments to the TCDSB’s community partnership agreements and vendor contracts.

Accessible Formats

Educational & Training Materials

The Board is dedicated to providing staff, students and members of the public with accessible and conversion ready print based materials, upon request. Members of the community are encouraged to contact the TCDSB site Manager, Principal or Superintendent to make the necessary arrangements to receive accessible format print materials. In accordance with the Board’s Workplace Accommodation for Employee with Disabilities Policy, staff who require accessible format work materials and/or educational and training materials are advised to request a workplace accommodation in accordance with the Board’s policy. Students who require training and/or educational material in an accessible format are recommended to go through the Special Education Services department and through the IEP process, materials will be provided by the Board’s school-based educator staff to meeting the student’s unique accommodation requirements.

Communication Materials

Upon request, any communication material produced by the Board, with the exception of video or audio streaming content delivered through the Board's internet or intranet website, will be converted into an accessible format based upon the accessibility need of the community member, volunteer, staff member or student. The Board may require documentation to support the request in order to tailor the accessibility requirement to the individual's needs. Individuals requiring communication materials to be converted into an accessible format are recommended to contact the site Manager, Principal, Superintendent or the Board's Communications Department to arrange for the communication material(s) to be converted.