



AODA ANNUAL STATUS REPORT FOR ACHIEVEMENTS FOR THE 2023/2024 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 Accessibility for Ontarians with Disabilities Act (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 2023/2024

- **DECEMBER 2023: International Day of Persons with Disabilities Initiatives:** Hosted the Rick Hansen Ambassador Speaker Series on *Accessible Sport and Inclusive Physical Activity*, reaching approximately 600 TCDSB students and staff system-wide.
- **JANUARY 2024: Rick Hansen Foundation Educator Inclusion & Accessibility E-Learning Course Pilot:** The TCDSB participated in a focus group to review the course and provide feedback on improving its content and accessibility.
- **FEBRUARY 2024: Rick Hansen Foundation Educator Inclusion & Accessibility E-Learning Course Completion:** Completed by 187 Senior Staff, Principals, and Teachers over a 60-day period, enhancing their understanding of inclusion and accessibility.
- **APRIL 2024: National AccessAbility Week Promotional Video:** A short video titled "[Accessibility for All: Learn to Fingerspell](#)," developed in partnership with a TCDSB secondary school, was created to promote National Accessibility Week (NAAW). It was shared system-wide and posted on the TCDSB Accessibility webpage.
- **MAY 2024: Accessibility Awareness Event Collaboration:** TCDSB and Dante Alighieri Academy [hosted an in-person event](#) for 400 students and staff, featuring a Rick Hansen Foundation Ambassador's presentation on "Language and Interactions." Senior leaders from the TCDSB Leadership Team and the Rick Hansen Foundation were in attendance. ASL interpretation and real-time captions were provided.
- **JUNE 2024: Barriers Students with Disabilities Grant:** Empowered students to lead initiatives promoting inclusive, barrier-free school environments and raising awareness of accessibility and inclusion, with 312 student leaders participating – see Section 5 Special Services for details.
- **SEPTEMBER 2024: Ava Speech-to-Text Training:** TCDSB Human Resources hosted training for employees with disabilities and HR staff on using the board-

approved Ava Speech-to-Text technology, with discussions on accessibility challenges and strategies

- OCTOBER 2024: Launch of the First Edition of [AODA Accessibility and Insights](#):** The Fall issue was shared system-wide, featuring AODA resources and free training opportunities and educational materials to promote accessibility and inclusion to promote accessibility and inclusion.
- OCTOBER 2024: TREAT Accessibility Initiative:** Supported accessible trick-or-treating and raised community awareness about students with disabilities, providing resources and guest speakers.
- NOVEMBER 2024: Accessibly Compliance Report:** Completed the Regional Internal Audit Team (RIAT) legislative compliance report, focusing on transportation, communication, and human resources.
- DECEMBER 2024: International Day of Persons with Disabilities:** TCDSB hosted the "Be an Ally" Disability and Inclusion Webinar, organized by the Rick Hansen Foundation. The event included ASL interpreters and captions and was open to students in Grades 4 and up. It reached 57 educators and 1,300 students across 9 schools.
- ONGOING: Monthly AODA meetings** with Capital Development, Environmental Support Services and Special Services to review and act on all AODA requests and all new school buildings.
- ONGOING: Accessibility Working Group Meetings** - Members, including those with disabilities, collaborate to identify and address accessibility barriers, supporting AODA compliance across the TCDSB community.
- ONGOING: TCDSB Accessibility Feedback Mechanisms:** TCDSB values community feedback to help identify and actively address accessibility barriers. Feedback is gathered through email, phone, in-person submissions, surveys, and other mechanisms.
- ONGOING: AODA Webpage:** Continues to serve as a key resource for accessibility information and support.

Time Period	Number of Page Views
December 5, 2021 to December 4, 2022	877
December 4, 2022 to December 3, 2023	3122
December 3, 2023 to December 3, 2024	3084

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 AODA 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, barrier-free unisex accessible washrooms, ramps at level changes, enhanced ventilation requirements, appropriate signage and audio or visual emergency alarm systems.

Accomplishments	Monitoring/Next Steps
<p>A. Completion of new construction at the following schools in 2024</p> <ul style="list-style-type: none"> - Regina Mundi Retrofit at former Dante Alighieri - Holy Angels Elementary School new school <p>B. Ongoing construction and anticipated openings of new construction at the following schools for 2024-2025 opening</p> <ul style="list-style-type: none"> - St. Leo Catholic Elementary School - Divine Mercy Catholic Elementary School - St. Fidelis Catholic Elementary School - St. Matthias Catholic School new school - St. Antoine Daniel Catholic Elementary School - St. Bruno/St. Raymond <p>C. Numerous schools remain in design development and early stages of construction.</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 2024-2025

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 Asset Management & Renewal, Planning and 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 Asset Management & Renewal 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"> ● Exterior work that contains accessibility features (Barrier-free parking, clearly marked line painting for accessible parking spaces and pathways, ramps, etc.). ● Universal Washrooms ● Washroom renovations ● Exterior door replacements with new door hardware 	<ul style="list-style-type: none"> ● Floor coverings ● Guardrails ● Playgrounds ● Stairwells ● Accommodation work completed either through Renewal or Environmental Support Services <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>
<p><i>Refer to Appendix A for a full list of completed projects</i></p>	

Expected Outcomes By the end of Academic Year 2024-2025

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.

Accomplishments	Monitoring/Next Steps
<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. The website meets AODA requirements for WCAG 2.0 Level AA, ensuring compliance with the standards.</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 2024-2025

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.

Accomplishments	Monitoring/Next Steps
<p>A. 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>B. Temporary Disruptions: all service disruptions will be posted on the TCDSB Accessibility webpage.</p> <p>C. Capital completed 75% of Identifying Accessible Entrances in our buildings project</p> <p><i>Refer to Appendix B</i></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> <p>Capital to complete the Identifying Accessible Entrances in our buildings project and work with Communications to create and design AODA maps of school sites to be posted on school websites</p>

Expected Outcomes By the end of Academic Year 2024-2025

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.

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.

Accomplishments	Monitoring/Next Steps
<p>A. Ensure that requests for Special Equipment Amount (SEA) equipment for students are processed, and appropriate equipment is provided with efficiency.</p> <p>B. Ministry of Education (MOE) Removing Barriers for Students with Disabilities Grant Application approved. Grant funded professional development focused on Universal Design for Learning (UDL) for staff. It further provided funding to support the Annual Voices That Challenge (VTC) conference. Student leaders gathered insightful student opinions and perspectives to be used for the 2024 CSLIT pillar report. This event was attended by 300 students with Guest Speaker Unstoppable Tracy who spoke to students about accessibility and inclusion. Students also had the opportunity to work in groups and discuss issues facing students with disabilities and acceptance; all working towards changing attitudes towards persons with disabilities.</p>	<p>Ongoing and as requested</p> <p>Professional Development targets met for the academic year. Partner with various stakeholders including Student Trustees, CSLIT and ECSLIT to help educate and empower students about removing barriers for students with disabilities</p>

<p>C. Rick Hansen Ambassador series workshop for over 600 Elementary support staff focussed on deepening the understanding of attitudinal barriers that may impact students with disabilities.</p>	<p>Plans for further workshops through the Rick Hansen Foundation</p>
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Expected Outcomes By the end of Academic Year 2024-2025

By 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
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<ul style="list-style-type: none"> A. Responding to accommodation requests made by staff in a timely manner. B. Developed internal processes with IT Partners to ensure IT equipment required for accommodations is given the highest priority when a ticket is logged. C. AVA training for Deaf and Hard of Hearing staff 	<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>
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Expected Outcomes By the end of Academic Year 2024-2025

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.

Accomplishments	Monitoring/Next Steps
<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 2023/2024, no candidates self-identified as requiring an accommodation during the application and selection processes.</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 2024-2025

The Recruitment Department offers prospective job candidates two opportunities to self disclose their need for an accommodation during the recruitment process:

- Job Posting: candidates are encouraged to review the [TCDSB Fair Hiring and Accommodation Policy](#) and communicate their need for an accommodation if selected to participate in the interview process
- Application process (via Apply to Education): candidates are asked to indicate if they require an accommodation to participate in the interview process;

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.

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

Expected Outcomes By the end of Academic Year 2024-2025

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

SECTION 7

Information and Communications

The TCDSB is committed to ensuring that public information is accessible and available in a timely manner to all individuals, including those requiring alternative formats or accommodations to access information (e.g., access to Board meetings, communication products, etc.)

Accomplishments	Monitoring/Next Steps
<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: Continues to ensure the TCDSB website complies with WCAG 2.0 Level AA standards.</p>	<p>Ongoing Compliance, Support and Review (As Needed)</p>

- C. Public Correspondence: Materials produced by the Communications, Policy & Research Department are designed with a font size larger than the standard to enhance accessibility for individuals with vision impairments. Requests for larger text formats or audio and video formats are provided where possible to ensure accessibility. Members of the public may request TCDSB communications in other accessible formats where possible.
- D. Captioning & Transcripts: Provide captioning for video content and transcripts for audio content, upon request, to ensure accessibility for individuals who are deaf or hard of hearing.
- E. Inclusive Language: Adopt inclusive language that respects diversity and avoids ableism or other forms of discrimination in all communication materials.
- F. Public Feedback: Open to public feedback about the accessibility of TCDSB communication materials.
- G. Accessible Social Media: When posting on social media platforms, accessible features like alt-text for images and colour contrasts are utilized to make posts more readable.

Expected Outcomes By the end of Academic Year 2024-2025

- Provides staff with access to curated tutorials from trusted external sources, such as Adobe and Microsoft, to support the creation of accessible documents, when requested. These tutorials offer step-by-step guidance on ensuring documents meet accessibility standards, covering topics such as structuring content, adding alternative text, and using accessibility checkers.
 - TCDSB’s AODA team provides monthly AODA reminders and resources for K – 12 Principals to share with school communities.
 - TCDSB’s AODA team regularly reviews and requests updates to 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.

Accomplishments	Monitoring/Next Steps
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 2024-2025

Survey the public to provide feedback on request satisfaction

Appendix A

2023-24 AODA SUMMARY
Recently Completed Capital Development and Asset Management & Renewal and Environmental Support Services Projects

School Name	Project Description	AODA COMPLIANCE
Brebeuf College (Phase 2)	Asphalt Parking Lot, Pedestrian Paving, Exterior Stairs	Accessible parking, accessible entryway, tactile plates, depressed curbs and ramp entry ways.
Bishop Allen Academy	Interior Finishes	Paint edge of stairs for improved visibility

Chaminade	Field and Track Renovation	Accessible seating areas within new bleachers & barrier-free ramp to field
D'Arcy McGee	Asphalt Parking Lot and Pedestrian Paving	Accessible parking, accessible entryways.
Epiphany of our Lord	Asphalt Parking Lot and Play Surface	Accessible parking, signage and entryways.
Father John Redmond	Asphalt Parking Lot, Pedestrian Paving	Accessible parking and ramp to entry points.
Francis Liberman CSS	Stair Renovation	Accessible signage (Braille)
James Culnan	Asphalt Parking Lot, Asphalt School Yard, Seating, Play Elements	Accessible parking, accessible entry with depressed curb cuts.
Josyf Cardinal Slipyj	Bus Loop & Localized Asphalt Repair	Accessible ramps, signage and tactile plates installed.
Loretto College	Asphalt Parking Lot	Accessible parking
Loretto College	Site Redevelopment - Phase 1 (Design Only)	AODA Compliance incorporated
Maria Goretti CS	Full elevator replacement	New AODA audible devices inside of car, camera and braille ID sign outside of the car. (completed)
Our Lady of Grace	Site Redevelopment - Phase 1	Accessible parking and signage. Depressed curbs and tactile surface plates. Accessible ramps to field
Our Lady of Grace	Accommodation	Charging station for wheelchair inside school parking entrance
Our Lady of Sorrows	Play structure installation	Accessible ramps to play structure and elements installed.
Our Lady of the Assumption	Play Surfacing, Play Structure, Line Paint	Accessible access to play structure installed. Accessible play elements on playground; sensory boards.
St Sylvester	Accessible Ramp Entrance	Accessible ramp and railing for the main entrance installed.
St. Aidan	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramps. All

		playgrounds are flush with the adjacent paving or include an accessible ramp.
St Aidan	Washroom Renovation	Barrier free washroom stall added into room 108A.
		Barrier free washroom stall added into room 125A.
St Albert	Washroom Renovation	Barrier free washroom stall added into room 108.
		Barrier free washroom stall added into room 109.
St Angela	Washroom Renovation	Included AODA compliant stalls within Boys/Girls washrooms on 1st /3rd floor Universal washroom-main floor Barrier free staff washroom 3 rd floor Updated life safety systems (audible fire devices) Automatic door operators Accessible signage (Braille)
St. Barbara	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramp and railing leading to accessible field.
St. Bede	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramps.
St Catherine	Washroom Renovation	Barrier free washroom stall added into room 105.
		Barrier free washroom stall added into room 112.
St. Columba CS	Washroom Renovation	Accessible signage (Braille) AODA compliant stalls within Boys/Girls washrooms on each floor Updated life safety systems (audible fire devices)

St. Dorothy	Washroom Renovation	AODA compliant stalls within Boys/Girls washrooms all floors Universal washroom on main floor Barrier free staff washroom on second floor Updated life safety systems (audible fire devices) Automatic door operators Accessible signage (Braille)
St. Edmund Campion	Site Redevelopment - Phase 1 (Design Only)	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramps. The playgrounds are flush with the adjacent paving.
St Eugene	Stair Renovation	Accessible signage (Braille)
St. Francis of Xavier	Washroom	Accessible washroom on 2nd floor
St. Jerome	Play structure installation	Accessible ramps to play structure and elements installed. Accessible parking spots with depressed curbing.
St. John Bosco	Site Redevelopment	Accessible ramps to elements and signage installed.
St John Bosco	Washroom Renovation	Barrier free washroom stall added into room 105. Barrier free washroom stall added into room 107.
St. John Paul II	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramp and railing.
St Josaphat	Washroom Renovation	Included AODA compliant stalls within Boys/Girls washrooms on each floor Updated life safety systems (audible fire devices) Automatic door operators Accessible signage (Braille)

St. Josaphat	Play structure installation	Accessible ramps to play structure and elements installed. Accessible parking spots with depressed curbing.
St. John Vianney	Accommodation	Various work including accessible parking, PA and communication, door modifications, door openers, ramps in various locations,
St. Lawrence	Asphalt Parking Lot and Site Work	Accessible parking and signage. Accessible elements: seating, wall mounted chalkboard
St Lawrence	Stair Renovation	Accessible signage (Braille)
St. Marcellus	Play structure installation	Accessible ramps to play structure and elements installed. Accessible parking spots with depressed curbing.
St Mary Academy	PA system	Sound wheel on PA system/temporary PA cover for classroom/workspace - Various Rooms
St Mary Academy	Interior Finishes	Carpeted rooms/sound dampening (RM # 240A and 139D)
St. Margherita of Citta di Castello	Asphalt Parking Lot	Accessible parking and depressed curb crossings. Accessible parking spots
St. Mary CS	School Yard Renovation	Accessible parking and signage. Depressed curbs and tactile surface. Accessible ramps to entryways. The playground is flush with the adjacent paving.
St. Matthew play structures	Play structure installation	Accessible ramps to play structure and elements installed. Accessible parking spots with depressed curbing.
St. Mother Teresa	Interior Doors	Automated Door openers throughout school and elevator push button

St. Oscar Romero	Asphalt Parking Lot, Pedestrian Paving, Asphalt Courts	Accessible parking, accessible entries, tactile plates, depressed curbs
St. Raphael	Site Redevelopment	Accessible ramps to accessible elements incl. signage installed.
St. Roch	Asphalt Parking Lot, Play Surface & Pedestrian Paving	Accessible ramps, signage and tactile plates installed. Ramp access to play structure installed. Accessible seating. AODA handrails on ramps.
St. Thomas More CS	Stair Renovation	Accessible signage (Braille). Stair A&B
St Wilfrid	Stair Renovation	Accessible signage (Braille)
Venerable John Merlini	Asphalt Parking Lot, Asphalt School Yard, Pedestrian Paving	Accessible parking, accessible ramps/ entryway, tactile plates, depressed curb cuts. Accessible elements-chalkboards