



Accessibility Annual Status Report- 2016

Achievements for the 2015/2016 Academic Year-

During the past school year many of our service departments and academic support services continued their 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 modified 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 following Capital Development projects are underway and are expected to be completed by 2019 or earlier:

School/Location	Project Overview
New Build/Replacement Schools 2016- 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
St. John the Evangelist Catholic School	Replacement elementary school & Child Care Centre on the existing school site
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
St. Fidelis Catholic School	Replacement elementary school on the existing site
Bless Cardinal Newman Catholic Secondary School	Replacement of secondary school on an expanded site
Railway Lands Catholic School	Joint Venture development of two (2) elementary school (TCDSB & TDSB), Community Centre and Child Care Centre

School/Location	Project Overview
Additions to Existing Schools 2016- 2018	
Our Lady of Wisdom	Elementary addition for FDK & Classrooms
St. Malachy Catholic School	Elementary addition for FDK & Classrooms
St. Paschal Baylon Catholic School	Elementary addition for FDK, Classrooms & Gymnasium
St. Victor Catholic School	Elementary addition for FDK & Classrooms
St. Ursula Catholic School	Elementary addition for FDK & Classrooms
St. Clement Catholic School	Elementary addition for FDK, Classrooms, Gymnasium & Child Care Centre
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, the Board is proceeding with 3 replacement secondary schools, 5 replacement elementary schools and 1 new elementary school. In addition, the Board has completed the construction of 2 elementary school additions with 6 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:

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:

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
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 Development & Proposal:

The Board is in the process of developing and drafting an Operational Procedure which will apply to accommodation requests for all students or prospective students of the School Board. It applies to all School Board locations.

This proposed 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 sent 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.

Implementation of the proposed Operational Procedure is scheduled for the commencement of the 2016/2017 academic year.

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 2015/2016 school year, approximately 1,300 students with special needs were identified and the Board presently has a total of approximately 10,800 special needs students.

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 2015/2016 academic year, to assist in elimination of barriers in the students' learning environments, the Ministry of Education approved approximately 400 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 has 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.