



# Toronto District School Board Annual AODA Status Report

For the Period 2022-2024

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“The Toronto District School Board (TDSB) is committed to maintaining a learning and working environment which actively promotes and supports human rights and accessibility for people with disabilities.”

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The Toronto District School Board (TDSB) Annual Accessibility for Ontarians with Disabilities Act (AODA) Status Report for 2022-2024 outlines the board's ongoing efforts to enhance accessibility and inclusivity across its schools and services. This report highlights key achievements, compliance measures, and future plans to provide a barrier-free environment for all students, staff, and community members.

For this reporting period, TDSB adheres to the requirements of the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) and its Integrated Accessibility Standards Regulation (IASR).

## **Policies, Procedures and Plans**

TDSB has established a comprehensive framework of policies and procedures to support accessibility for students, staff, and community members. They include:

### **(P069) [Accessibility Policy](#)**

The policy aims to ensure the board complies with the Accessibility for Ontarians with Disabilities Act, 2005, and highlights the board's commitment to removing barriers, increasing accessibility, and promoting participation for all community members. In 2023, the Accessibility Policy was updated to include provisions for training and emergency response for people with disabilities. The next review is scheduled in 2027/28.

### **(PR604) [Procedure for the Use of Service Animals by the General Public](#)**

This procedure deals with the process to access TDSB premises by members of the public who require use of a service animal. Sections include access to school property and circumstances involving the exclusion of service animals (e.g., food preparation environments or health/safety related concerns). Alternative measures are outlined if a service animal must be excluded.

### **(PR605) [Procedure for the Use of Support Persons by the General Public](#)**

This procedure outlines expectations to welcome persons with disabilities who require a support person on board premises. The procedure includes training requirements for staff, confidentiality considerations, and other situations where the board may require the presence of a support person.

### **(PR606) [Procedure for the Use of Assistive Devices by the General Public](#)**

This procedure provides information about employee training (focused on how to interact with people using assistive devices rather than on the technical use of the assistive device), indicates the availability of assistive devices, if applicable, and encourages staff, students, and members of the public to seek support from staff and volunteers as they require it. The Procedure includes best practices when people with disabilities may need help with their assistive device(s).

### **(PR716A) [Procedure for the Return-to-Work Procedure for Employees with Disabilities](#)**

This procedure outlines how employees who require accommodations to return to work can make their requests.

### **(PR717) [Procedure for the Workplace Accommodation for Employees with Disabilities.](#)**

This procedure outlines how employees who require accommodations make their requests.

### **(P096) [Student Use of Service Animals in Schools Policy](#)**

This policy provides direction regarding the administration and support of service animals in the school environment. The policy is undergoing a policy review process and is expected to be finalized in 2025.

### **(PR###) Digital Accessible Documents**

A new Digital Accessible Documents procedure is currently in development and undergoing a policy review process. This procedure will offer guidance and direction for developing accessible digital communications for public-facing web content. This procedure is expected to be finalized in 2025.

## **Multi-Year Accessibility Plan (MYAP) Updates**

### **Training and Awareness**

TDSB provides the following AODA mandatory compliance training courses to all employees:

- **AODA for Customer Service** covers the different barriers to accessibility and what staff can do to provide good customer service to persons with disabilities. Various examples and tips are provided.
- **AODA General Awareness** (The Code and the AODA) is a five-part series of webcasts *Working Together – AODA and The Code from Human Rights Commission* on the requirements of the AODA accessibility standards and the Human Rights Code as it pertains to persons with disabilities.
- **AODA for Educators** helps educators learn to create inclusive environments in their classrooms and increase learning opportunities for students with disabilities. This course is intended for staff who work in schools and design or support the instruction of students.

### **Employment Standard**

The (P029) [Employment Equity and Inclusive Employment Policy](#) was developed in June 2024 to identify and eliminate systemic barriers within hiring, promotion, and retention processes, provide fair representation of historically and currently disadvantaged groups, including individuals with disabilities. TDSB's employment practices align with AODA standards, reinforcing our commitment to

accessibility and inclusivity in most aspects of employment.

To achieve these objectives, TDSB undertakes data collection and analysis to better understand, and address employment-related barriers faced by individuals with disabilities. Regular staff and student censuses are conducted to assess workforce composition. Additionally, the policy provides for the creation of Special Programs in accordance with the Ontario Human Rights Code, aimed at providing opportunities for individuals who face discrimination or disadvantage, thereby further aligning with the AODA Employment Standard.

Further initiatives involve identifying accessibility features within the myPATH performance tool and providing documentation for managers to accommodate employees as needed. To foster continuous improvement, the organization is including questions in all program evaluations to gather feedback from employees with disabilities about the impact and accessibility of career development programs, and implementing strategies based on this feedback

### **Employment Equity Report December 2023 Report**

The [Employment Equity Report – December 2023](#) (page 37-39) highlights the representation and workplace experiences of TDSB staff with disabilities. It shows that **6.4%** of staff identify as having one or more disabilities, with comparable proportions among school and central staff, but lower representation in school administration and senior management. The report also notes an upward trend in the proportion of staff with disabilities over the past year.

### **Emergency Response/Preparedness**

TDSB has a procedure to provide individualized workplace emergency response information to employees who have identified as having a disability and for those who have formally requested workplace accommodations.

### **Information and Communications Standard**

The TDSB Web Team supports website (HTML Coding), while the Accessibility Office provides digital document accessibility training and support. All employees creating web content must confirm it is accessible, with training available on MyPath and the Accessibility Portal covering AODA requirements and WCAG guidelines.

The TDSB Web Services and Accessibility Office uses an accessibility monitoring software to identify inaccessible documents and tracks which departments are creating them and coordinates with the document owner(s) to coordinate training and additional support. When a document needs immediate support (i.e., urgent post), we use an additional remediation to achieve this. Where content is not accessible, we contact, invite, train, and provide direction in making public facing communications accessible. The Office provides digital remediation on a continuous basis.

## Feedback

For this status reporting period, TDSB maintains an accessible process on the main TDSB website for receiving and responding to feedback. We also notify the public about the availability of accessible formats and communication supports for the feedback process and the barrier identification process.

## Transportation Standard

Student transportation is provided through a consortium with the Toronto Catholic District School Board (TCDSB). The Request for Tender (RFT) process for transportation is managed on a rotational basis between the two school boards, with the most recent RFT completed by TCDSB effective September 2024 for a 6-year term with two - two-year options.

This RFT covered various types of transportation vehicles, including wheelchair-accessible vehicles, minivans, 18-passenger, and 72-passenger school buses, to meet the diverse needs of all students. Additionally, taxis are used for unique accommodation requirements, with input from parents and school staff.

The consortium adheres to existing equipment guidelines based on current student requirements and reviews added needs as they arise. Requests for specific vehicle types are made as part of the RFT or separately, such as for taxi use. Annual audits are conducted to review for compliance with RFT criteria and internal standards, with spontaneous audits based on feedback from school staff, parents, and internal teams to address any carrier concerns.

## Design of Public Spaces Standard

TDSB is excited to share our vision for enhancing accessibility at 5050 Yonge Street, the site of the main offices of the Toronto District School Board. In 2025, TDSB will engage an architect to develop an updated plan that includes using the existing greenery in the south parking area for a multilevel ramp. This ramp will connect to a side glass door (located in front of the boardroom), which will be replaced with an automatic door). The estimated cost for the ramp is approximately \$1.2-1.5 million, based on the 2024 latest estimates.

Additionally, in November 2021, a report - [Making TDSB School Buildings and Sites More Accessible](#) was prepared by TDSB's Executive Officer of Facilities and Planning and the Senior Manager of Sustainability and outlines the vision for system-wide changes to improve building accessibility.

*“While all new TDSB schools are designed to meet or exceed current accessibility standards, most of our older schools were not built with accessibility in mind. These sites include significant barriers to students, educators, parents, and visitors with disabilities, including those who use mobility assistance devices and who have low vision or hearing.”<sup>1</sup>*

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<sup>1</sup> [Making Schools More Accessible](https://www.tdsb.on.ca/Portals/0/aboutus/docs/Report-Making_Schools_More_Accessible.pdf) - [https://www.tdsb.on.ca/Portals/0/aboutus/docs/Report-Making\\_Schools\\_More\\_Accessible.pdf](https://www.tdsb.on.ca/Portals/0/aboutus/docs/Report-Making_Schools_More_Accessible.pdf)

The report highlights significant progress in enhancing school accessibility – [See Appendix A - Built Environment Updates](#). Key achievements include major upgrades to 78 schools, such as installing ramps, elevators, and accessible washrooms. Additionally, staff training programs were implemented to better support students with disabilities, and there was increased collaboration with parents and community organizations to address accessibility needs.

Despite these successes, the report outlines several challenges. Budget constraints have slowed the pace of some planned upgrades, and older buildings require extensive modifications, which are both costly and time-consuming. The commitment to making schools more accessible is evident, but overcoming financial and infrastructural hurdles will be crucial for sustained progress.

## Accessibility Initiatives for 2025

The Accessibility office has outlined a plan for three projects to be completed in 2025, including one related to TDSB’s commitment to [Truth and Reconciliation: Calls to Action](#)

The first project is to review TDSB’s Multi-Year Accessibility Plan (MYAP) for the period of 2025-2030. The process will involve a thorough stakeholder engagement process including the TDSB’s First Nations, Metis, and Inuit community, reporting on compliance findings and recommended improvements, and implementing approved recommendations.

The second project focuses on updating TDSB’s AODA’s Mandatory Compliance training courses. This includes updating training videos with the new videos released by the [Access Forward](#) with additional and optional interactive activities to reinforce learning.

The third project is to develop and implement a thorough review of Accessibility policies and procedures at TDSB. This process will assist in documenting compliance levels, identified gaps, and recommended actions for improvement

## Advisory and Engagement Activities

The Accessibility staff have participated in the following internal committees:

- Business, Operations and Administrative Technology (BOAT) Committee Meeting
- Special Education Advisory Committee (SEAC)
- K-12 Education Standards Committee (Special Education and SEAC)
- Web Services Working Group
- Congregated Sites, Special Needs School Grounds Committee

## Conclusion

TDSB remains committed to promoting accessibility and dismantling barriers to access. Our goal is to better serve all members of the TDSB community through inclusive, diverse, and equitable access to educational opportunities. Collaboration with other departments and organizations continue towards sharing best practices and strategies.

## Contact



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# Appendix A – Barrier Free - Built Environment Updates

Maia Puccetti - Executive Officer, Facilities and Planning

## Site Improvement Projects

### Woodbine MS —Restoration of Concrete Patio Stones at Front Entrance

The existing concrete patio stones required replacement as many were cracked, broken and a large portion were uneven creating tripping issues. There were also two sets of stairs utilized to access the upper level from the parking lot.

The new design removed all of the uneven patio stones and stairs and eliminated the step at the building making the front entrance accessible. A small ramp along the building edge was constructed and the area regraded to provide a smooth transition from parking lot and drop off area to the main entrance doors. New trees and seating opportunities were also added to the space.



### Ossington/Old Orchard JPS — Addressing Slope Stability & Erosion

The existing steep slope within the schoolyard was being worn through student use, creating slope failure and erosion. Soil was being washed down the slope into the existing catch basins and at times covering the pavement as the understory plantings weren't able to take hold due to the compaction of the soil and foot traffic around them. The slope is heavily treed providing shade and educational opportunities for students. Additionally, the asphalt paving and tiered retaining walls required replacement. Due to the steepness of the slopes the area was not accessible. A raised boardwalk was constructed providing access for students above the understory and within the tree canopy. It provides students with appropriate, compliant access to this amazing resource while maintaining and promoting the smaller more junior plants, allowing them to thrive over time. An accessible route to the boardwalk is also provided to provide all users with access to the area.



## Automatic Door Operator Projects

Automatic door operators have been installed at the following 78 schools as part of the COVID-19 Resilience Infrastructure Stream (CVRIS) program to facilitate contactless operation. These installations also provided schools with barrier-free upgrades.

1. A Y Jackson SS
2. Albert Campbell CI
3. Bendale JPS
4. Berner Trail JPS
5. Birch Cliff PS
6. Bliss Carman SPS
7. C W Jeffreys CI
8. CALC SS
9. Cedarvale CS
10. Central Technical School
11. Central Toronto Academy
12. Clairlea PS
13. Cummer Valley MS
14. Don Mills CI
15. Dovercourt PS
16. Dr Norman Bethune CI
17. Driftwood PS
18. Earl Beatty JSPS
19. Earl Haig PS
20. East York Alternative
21. Edgewood PS
22. Elia MS
23. Ellesmere-Statton PS
24. Etobicoke SOA
25. Fairmount PS
26. Finch PS
27. Flemington PS
28. Forest Hill CI
29. Frankland CS
30. George S Henry Academy
31. George Syme CS
32. Golf Rd JPS
33. Howard JPS
34. Hunter's Glen JPS
35. Jarvis CI
36. John G Diefenbaker PS
37. Kimberley JPS
38. Kingslake PS
39. Knob Hill PS
40. Lakeshore CI
41. Leaside HS
42. Lester B Pearson CI
43. Malvern CI
44. Maryvale PS
45. Milne Valley Ms
46. Morse Street JPS
47. Newtonbrook SS
48. O'Connor PS
49. Ossington/Old Orchard JPS
50. Parkdale CI
51. Pauline JPS
52. Poplar Rd JPS
53. Rawlinson CS
54. Rene Gordon Health and Wellness Academy
55. Richview CI
56. Rivercrest JS
57. Rolph Rd ES
58. Rosedale Heights SOA
59. Samuel Hearne MS
60. Seventh St
61. Shirley St JPS
62. Silverthorn CI
63. Sir Alexander Mackenzie SPS
64. Sir Oliver Mowat CI
65. Sir Wilfrid Laurier
66. Stephen Leacock CI
67. Taylor Creek PS
68. Thistletown CI
69. Tredway Woodsworth
70. Victoria Park CI
71. West Humber CI
72. Westview Centennial SS
73. William Burgess ES
74. Winston Churchill CI
75. Woburn CI
76. Woburn JPS
77. Yorkdale SS
78. Yorkwoods PS

## Barrier-free Washroom Upgrades

Upgrades have been made to washroom facilities at the following 6 schools to improve accessibility:

School	Scope of Work
1. Albert Campbell CI	New Ramp, automatic door openers and washroom conversion
2. Malvern C.I	New ramp, automatic door openers and stair lift
3. Driftwood PS	New barrier-free washroom, exterior ramp, and automatic door openers
4. SATEC WA Porter CI	New accessible main entrance with ramp and washroom
5. Regal Road Jr PS	New stair lift, automatic door openers and washroom
6. West Humber CI	New barrier-free washroom, exterior ramp, and automatic door openers