



REPORT TO BOARD OF TRUSTEES May 28, 2019

Deb Crawford, Director of Education

SUBJECT: Annual Accessibility Plan 2019 to 2020

PREPARED BY: Lisa Demers, Superintendent of Education

BACKGROUND:

The purpose of the *Ontarians with Disabilities Act, 2001* (ODA) is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers and to promote their full participation in the life of the province. To this end, the ODA requires each school board to prepare an annual accessibility plan; to consult with people with disabilities in the preparation of this plan; and to make the plan public.

The *Accessibility for Ontarians with Disabilities Act, 2005* (the “AODA”) is a provincial Act with the purpose of developing, implementation and enforcing accessibility standards to make the province accessible for all people with disabilities by 2025.

The St. Clair Catholic District School Board has integrated both accessibility plans (ODA and AODA) to meet our obligations under the above noted Acts and will continue to develop future plans accordingly.

The attached Accessibility Plan for 2019-2020 describes the process by which the St. Clair Catholic District School Board will identify, remove and prevent barriers for people with disabilities. The plan will review the efforts taken at the St. Clair Catholic District School Board to remove and prevent barriers for people with disabilities during the past year and outlines the policies, procedures, programs, practices and services that the St. Clair Catholic District School Board will review in the upcoming school year (2019-2020).

The St. Clair Catholic District School Board continues to recognize the need for improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community with disabilities. The plan also reports on the participation of people with disabilities in the development and review of the annual accessibility plan and the consultation of community partners to ensure that school board policies and procedures are consistent with the principles of accessibility.

This year Student Forums were held at the following schools:

- St. Michael, Ridgetown
- St. Peter Canisius, Watford
- Ursuline College, Chatham

In these forums students in grades 6 through 12 reflected upon the challenges faced by people with disabilities after participating in a Diversity Kit Workshop. Students gave feedback to the Accessibility Workgroup regarding accessibility at their schools.

REPORT:
Annual Accessibility Plan 2019 to 2020

HIGHLIGHTS:

The Accessibility Working Group identified five barriers for people with disabilities. The following measures were taken to address these five barriers:

Attitudinal

- Professional development opportunities and training sessions were provided for all staff throughout the year. These included: Mentally Healthy Schools; Safe Talk; Resiliency; Mental Health Literacy; Parent Engagement; Building Resilient Children; Mental Health Learning Series; Behaviour Management Systems Training; Applied Behaviour Analysis; Functions of Behaviour; Structured Learning and Assistive Technology training.

Architectural

- Facilities Services worked in consultation with the Special Education Department and school communities to plan and provide accessible facilities ensuring that all renovations and additions meet building code requirements.

Technological

- The Program Resource Teacher as well as the Itinerant Assistive Technology Teacher continues to provide additional training to Grades 2-6 Classroom Teachers and students, specifically with *Premier Suites*, *Kurzweil*, *Word Q* and *Dragon Naturally Speaking 11*. This also provided additional support for students in Grades 3 and 6, in preparation for the EQAO assessment.
- Students with Special Equipment Amount (SEA) funded assistive technology continue to be provided with several hours of individualized training by the Itinerant Assistive Technology Teacher as well as an SEA Technology Trainer.
- Board to Board and elementary to secondary transfer process for students with SEA equipment has been reviewed to ensure prompt response to the needs of the incoming or outgoing student.

Information and Communication

- Continued deployment of new technologies.
- Continued and expanded access to Bring Your Own Device (BYOD) to all students and staff working in learning areas.
- On-going strategic planning to consider evolving technology trends and resource options.

Policy

- All policies are reviewed on a cyclical basis and will include consideration of Equity and Inclusion and Accessibility legislation.

RECOMMENDATION:

That the St. Clair Catholic District School Board receive the report: *Annual Accessibility Plan 2019 to 2020*, for information.



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
Lighting the Way ~ Rejoicing in Our Journey

Accessibility Plan
St. Clair Catholic District School Board
2019 to 2020

Prepared by:

St. Clair Catholic District School Board Accessibility Working Group
In accordance with the Accessibility for Ontarians Disabilities Act
Integrated Accessibility Standards Regulation

May 28, 2019

This publication is available through the St. Clair Catholic District School Board:

- Website www.st-clair.net
- Catholic Education Centre, 420 Creek Street, Wallaceburg
- In accessible formats upon request, contact the Board Office

**Annual Accessibility Plan
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Executive Summary

The purpose of the *Ontarians with Disabilities Act, 2001* (ODA) is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers and to promote their full participation in the life of the province. The ODA requires each school board to prepare an annual accessibility plan; to consult with people with disabilities in the preparation of this plan and to make the plan public. As a result, the St. Clair Catholic District School Board has been developing annual accessibility plans.

The *Accessibility for Ontarians with Disabilities Act, 2005* (the "AODA") is a Provincial Act with the purpose of developing, implementing and enforcing accessibility standards to make the province accessible for all people with disabilities by 2025. Since 2005, two regulations outlining accessibility standards have been made under the AODA. The first regulation was the Accessibility Standards for Customer Service (O. Reg. 429/07). The second was the Integrated Accessibility Standards Regulation (O. Reg.191/11) (IASR). One of the requirements of the IASR is to develop, implement and maintain a multi-year accessibility plan to outline strategies to prevent and remove barriers and meet the requirements of the IASR.

Aim

This Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board has taken in the past as well as measures that will be taken during the next year (2019-2020) to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools.

Objectives

This plan:

1. Describes the process by which the St. Clair Catholic District School Board will identify, remove and prevent barriers for people with disabilities.
2. Reviews recent efforts at the St. Clair Catholic District School Board to remove and prevent barriers.
3. Describes the measures the St. Clair Catholic District School Board will take to identify, remove and prevent barriers;
4. Makes a commitment to provide an annual status report on the Board's implementation of the accessibility plan;
5. Makes a commitment to review and update the accessibility plan at least once every 5 years;
6. Describes how the St. Clair Catholic District School Board will make this accessibility plan available to the public.

Commitment to Accessibility Planning

The Director of Education has authorized the Accessibility Working Group to prepare an accessibility plan that will enable the St. Clair Catholic District School Board to meet these commitments. The St. Clair Catholic District School Board is committed to:

- Establishing an Accessibility Working Group;
- Consulting with people with disabilities in the development and review of its annual accessibility plans;
- Consulting with community partners;
- Ensuring school board policies and procedures are consistent with the principles of accessibility; and,
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

Description of the St. Clair Catholic District School Board

The St. Clair Catholic District School Board was created January 1, 1998 as the result of amalgamation of the former Kent and Lambton County Roman Catholic Separate School Boards. We provide educational services to approximately 8,712 students in 28 elementary and secondary schools.

The Board Vision Statement

Lighting the Way ~ Rejoicing in Our Journey

The Board Mission Statement

Walking together in Christ's light with parish and family, we are called to build a safe and inclusive Catholic learning community and to serve as partners in the formation of lifelong learners by:

- Living our faith;
- Promoting educational achievement and innovation
- Fostering stewardship, leadership and social justice.

The Accessibility Working Group Members for 2018 - 2019

Lisa Demers, Superintendent of Education

Julie Knight (Chair), Principal

Kelly Van Bortel, Principal

Sherrie Daudlin, Principal

Catherine Day, Manager – Financial and Information Services

Tony Montanino, Manager - Facility Services

Christine Preece, Mental Health and Wellbeing Lead

Lisa Burden, Administrator - Safety and Disability

Sara Vadovic, Consultant - Program Resource

Types of Barriers

A “barrier” is anything that prevents a person with a disability from full participation in society because of that disability. Examples of barriers include:

- attitudinal barriers, for example assuming people with a disability can’t perform a certain task when in fact they can;
- architectural and physical barriers, for example no elevators in a building of more than one floor or a step at the entrance to a building;
- technological barriers, such as websites not formatted for screen readers or font adjusters;
- information or communication barriers, for example a publication that is not available in large print; and
- policies or practices which create barriers, for instance not offering different ways to complete a test.

Strategy for Prevention and Removal of Barriers

Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the St. Clair Catholic District School Board’s programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the AODA with regard to customer service, information and communications, employment and school transportation.

Barriers That Were Addressed in 2018-2019
Attitudinal

Objective: Continue to promote inclusionary practices for all students, staff and community members

Summary of Strategies to Remove Barrier:

- A number of professional development opportunities and training have been provided for all staff throughout the year. These include: Student Wellbeing; Mentally Healthy Schools; Suicide Prevention Protocols; Trauma; Resiliency; Physical and Emotional Health Literacy; Parent Engagement; Self Regulation; Wellbeing Pathway to Care; ; Mental Health Learning Series; Behaviour Management Systems Training; Applied Behaviour Analysis; Universal Supports; Structured Learning and Assistive Technology training. **See Appendix 4: Inclusionary Workshops and Professional Development for Board Employees 2018-2019**
- The St. Clair Catholic District School Board continues to work in partnership with local associations, community partners and our coterminous Board to provide professional development opportunities for students, parents and staff. The Lambton Kent District School Board and St. Clair Catholic District School Board are working with Chatham Kent Public Health Unit on a focus on physical literacy and its impact on wellbeing and student achievement.
- Three student engagement conferences were held with elementary and secondary students involving 240 students and approximately 40 staff members. Every school developed a wellbeing plan to create solutions to address barriers that impacted their mental wellbeing. Twenty two plans were developed.
- Implementation plan was developed to roll out the wellbeing protocols for the school board. Training was provided to 50 school administrators, PRT's, student wellbeing and support team and some staff.
- A broad representation of members has been maintained on the Accessibility Committee. Members include principals, staff from K - 12 Learning Services Team, Corporate Services, Planning and Facility Services, Information Services, and Human Resource Services.
- The school climate survey was administered in 2018. Reports were compiled and provided to principals in August 2018. These reports helped guide the development of their wellbeing goal for their school improvement plans.

***Attitudinal Barriers Cont'd.
That Will be Addressed in 2019-2020***

Objective: Continue to promote inclusionary practices for all students, staff and community members

| <i>Strategy</i> | <i>Timeline</i> | <i>Responsibility</i> |
|---|--|--|
| <ul style="list-style-type: none"> ● Provide professional development opportunities for staff as outlined in the Mental Health Strategy and the Special Education and Student Services Goals 2017-2020 | Ongoing throughout the year | Mental Health Lead; K-12 Learning Services Team |
| <ul style="list-style-type: none"> ● Continue to work in partnership with local associations, community partners and other school boards to provide professional development opportunities for students, parents and staff | Ongoing throughout the year | Mental Health Lead; K-12 Learning Services Team |
| <ul style="list-style-type: none"> ● Maintain broad representation on the Accessibility Committee | Ongoing throughout the year | Superintendent of Education |
| <ul style="list-style-type: none"> ● Implement suicide prevention protocol awareness initiative to eliminate stigma; organize and host student wellbeing conferences and recognition event; develop and promote “Disciples in the Hallway” initiative board wide | September 2018-August 2020 | Mental Health Lead; K-12 Learning Services Team School Administrators |
| <ul style="list-style-type: none"> ● Create resource page for Board website for contact with accessibility organizations. | Starting June 2017 and moving into 2018 for completion | Information Services Special Education |
| <ul style="list-style-type: none"> ● Implement activities to address | September 2018-August 2019 | Mental Health Lead; School Administrators |

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| <p>school climate survey results that will help address attitudinal barriers; provide reports to principals for School Improvement Planning</p> <ul style="list-style-type: none"> ● Implemented E and I research focused on collection of data relating to inclusivity in our schools; develop survey, administer, compile data and write report for executive council - includes recommendations for policy change | <p>September 2018-March 2021</p> | <p>Mental Health Lead; Staff</p> |
|---|----------------------------------|----------------------------------|

**Architectural and Physical Barriers
That Were Addressed in 2018-2019**

Objective: The Facility Services Department is committed to greater accessibility in, out of and around the buildings for which we are responsible

Summary of Strategies to Remove Barrier:

- Facility Services continues to monitor and address identified barriers as budget and timelines permit.
See Appendix 5: St Clair Catholic District School Board Accessibility Projects

**Architectural and Physical Barriers Cont'd.
That Will be Addressed in 2019-2020**

Objective: New Accessibility Amendments to Ontario's Building Code 2012, requires newly constructed or substantially renovated spaces to meet Ontario Regulation 368/13 (effective date is January 1, 2015) and AODA Design of Public Spaces Standards. Existing buildings, where no work is planned, are not affected by these new requirements but the Board will continue to address these barriers as identified through various stakeholder groups.

| Strategy | Timeline | Responsibility |
|---|---|-----------------------|
| <ul style="list-style-type: none"> ● Facility Services will continue to plan and provide accessible facilities ensuring all renovations and additions meet building code requirements (Ontario Regulation 368/13 & AODA Design of Public Spaces Standards, 2012) | Ongoing throughout the year | Facility Services |
| <ul style="list-style-type: none"> ● Facility Services will work in consultation with the Special Education Department and school communities | Ongoing throughout the year | Facility Services |
| <ul style="list-style-type: none"> ● Facility Services engaged the services of Randy Wilson Architect to review all of the Board's facilities. The accessibility information gathered has been | Study was completed in 2016 Items will continue to be addressed - ongoing throughout the following years | Facility Services |

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| incorporated into the Facility Services' Five Year Capital Planning document. | | |
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***Technological Barriers
That Were Addressed in 2018-2019***

Objective: Support exceptional learners through the use of adaptive equipment and programs

Summary of Strategies to Remove Barrier:

- Both small and large group training sessions on assistive technology have been provided upon request to staff and students on an individual school basis by the Itinerant Assistive Technology Teacher. The focus has been on a range of software programs including:
 - *Boardmaker Studio*
 - *Read and Write for Google* (both voice to text and text to speech capabilities)
- The Program Resource Teacher as well as the Itinerant Assistive Technology Teacher continue to provide additional training to Grades 2-6 Classroom Teachers and students, specifically with Read and Write for Google. This also provided additional support for students in Grades 3 and 6, in preparation for the EQAO assessment.
- Students with Special Equipment Amount (SEA) funded assistive technology continue to be provided with several hours of individualized training by the Itinerant Assistive Technology Teacher as well as a SEA Technology Trainer. School staff were invited to participate in the training with the students. *Read and Write for Google* has been the focus.
- In order to provide a continuity of support for the exceptional learners in the school and home environments, training opportunities for parents on various programs are available upon request by the individual school principal. *Read & Write for Google* continues to be available system-wide, as well as for home use. This program is accessed through the student's SCCDSB account. Parents of children with SEA funded assistive technology may request to attend their child's training sessions.
- A process has been developed to ensure that SEA equipment is upgraded as needed. Equipment is upgraded if there are changes in student need or if the equipment is inoperative.
- Designated technical support is provided for SEA equipment.
- Reviewed Board to Board and elementary to secondary transfer process for students with SEA equipment to ensure prompt response to the needs of the incoming or outgoing student.
- Elementary and Secondary Teachers were provided with various professional development opportunities that address accessibility issues. **See Appendix 4: Inclusionary Workshops and Professional Development for Board Employees 2017-2018**

**Technological Barriers Cont'd.
That Will be Addressed in 2019-2020**

Objective: Support exceptional learners through the use of assistive and adaptive equipment and programs.

| Strategy | Timeline | Responsibility |
|--|-----------------------------|--|
| <ul style="list-style-type: none"> Continue to provide in-service to staff and students on the utilization of assistive technology in order to build capacity across the System, e.g. <i>Boardmaker Studio, Read & Write for Google</i> | Ongoing throughout the year | Special Education Team |
| <ul style="list-style-type: none"> Provide ongoing training to Grade 3 and Grade 6 classroom teachers and students with the use of assistive technology in preparation for the EQAO assessment. | Ongoing throughout the year | Special Education Team |
| <ul style="list-style-type: none"> Provide training to staff and students with SEA funded assistive technology on the use of specialized equipment and programs | Ongoing throughout the year | Special Education Team |
| <ul style="list-style-type: none"> Upon request, continue to provide training for parents on assistive technology to provide a continuity of support for exceptional learners between the school and home settings | Ongoing throughout the year | Special Education Team |
| <ul style="list-style-type: none"> Continue to implement the process to ensure that SEA equipment is upgraded as needed | Ongoing throughout the year | Special Education Team |
| <ul style="list-style-type: none"> Maintain communication between the Special Education and Information Services Departments to ensure prompt delivery, set-up and maintenance of assistive technology | Ongoing throughout the year | Special Education and Information Services Teams |

***Information and Communication Barriers
That Were Addressed in 2018-2019***

Objective: Augment the Board's wireless network in schools to ensure reliable and consistent access for increased number of devices.

Summary of Strategies to Remove Barrier:

- The Information Services Team deployed additional WIFI access points as requested to facilitate increased usage of the Board's WIFI networks. This network also supports the use of personal electronic devices via our BYOD program. SD WAN project to ensure 1MB/S per student at all locations.

Objective: Ensure computer systems are easily accessible for staff and students.

Summary of Strategies to Remove Barrier:

- Implemented changes to software images aimed at improving boot-up times
- Obtained feedback from end-users via thought exchange data collection approach to assess effectiveness of current systems in order to inform and direct planning priorities for future implementations. Information and feedback sessions with users in planning stages.
- Prioritized deployment of new hardware based on feedback from school based staff
- Worked collaboratively with Special Education team to leverage software ensuring accessibility for learners and in particular for EQAO and OSSLT testing.

Objective: Enable all students to access and use computers in their school.

Summary of Strategies to Remove Barrier:

- Continued deployment of new technologies
- Full access to Bring Your Own Device (BYOD) to all students and staff working in learning areas
- Increased network capacity (bandwidth) to meet network users' increased needs. Regular monitoring to identify and address any bandwidth issues.
- 5 year refresh plan in progress to sustain Board purchased technology levels in schools.

**Information and Communication Barriers Cont'd.
That Will be Addressed in 2019-2020**

Objective: Augment the Board's wireless network in schools to ensure reliable and consistent access for increased number of devices.

| Strategy | Timeline | Responsibility |
|---|-----------------------------|---------------------------|
| <ul style="list-style-type: none"> Project to move to one access point (AP) per classroom - identifying remaining classrooms (will be informed through the strategic plan) | In progress | Information Services Team |
| <ul style="list-style-type: none"> Monitor HelpDesk for input and feedback to confirm appropriateness of deployment plan and assess effectiveness of in-year improvements | Ongoing throughout the year | Information Services Team |

Objective: Ensure computer systems are easily accessible for students and staff

| Strategy | Timeline | Responsibility |
|--|-----------------------------|---------------------------|
| <ul style="list-style-type: none"> Review software images and incorporate changes identified to improve boot-up times, efficiency and to modernize options for learners and staff | Ongoing throughout the year | Information Services Team |
| <ul style="list-style-type: none"> Identify opportunities to provide 24/7, anywhere and anytime access to learning resources | Ongoing throughout the year | Information Services Team |

Objective: All students should be able to access and use computers in their school

| Strategy | Timeline | Responsibility |
|--|-----------------------------|--|
| <ul style="list-style-type: none"> Continue to review revised SEA deployment strategy and research new technologies/software that may enhance the learners' experience. | Ongoing throughout the year | Information Services, Special Education Teams |

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| <ul style="list-style-type: none"> ● Implement software to track and assign SEA equipment and inventory equipment available for assignment. | <p>Implementation processes being identified.</p> | |
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***Policy Barriers
That Were Addressed in 2018-2019***

Objective: Ensure that all policies and procedures of the St. Clair Catholic District School Board will be reviewed to ensure Equity and Inclusion and Accessibility for all.

Summary of Strategies to Remove Barrier:

- All policies are reviewed on a cyclical basis and will include consideration of Equity and Inclusion and Accessibility legislation.
- Integrated Accessibility Policy and Procedures; Information and Communications were reviewed this year.

***Policy Barriers Cont'd.
That Will be Addressed in 2019-2020***

Objective: Ensure that all policies and procedures of the St. Clair Catholic District School Board will be reviewed to ensure Equity and Inclusion and Accessibility for all.

| <i>Strategy</i> | <i>Timeline</i> | <i>Responsibility</i> |
|--|------------------------------------|------------------------------|
| <ul style="list-style-type: none"> ● All policies are reviewed on a cyclical basis and will include consideration of Equity and Inclusion and Accessibility legislation | <p>Ongoing throughout the year</p> | <p>Director of Education</p> |
| <ul style="list-style-type: none"> ● All new policies will include consideration of Equity and Inclusion and Accessibility legislation | <p>Ongoing throughout the year</p> | <p>Director of Education</p> |

Barriers to be Addressed Under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 pursuant to the Accessibility for Ontarians with Disabilities Act, 2005 identified specific requirements to achieve accessibility in the areas of:

- Information and Communications,
- Employment,
- Transportation.

These requirements build on the previously implemented Accessibility Standards for Customer Service which came into force in 2007.

St. Clair Catholic District School Board demonstrates through this Accessibility Plan its intention to address barriers to accessibility related to the IASR.

The Board has complied with all of the commitments outlined in the previous Multi-Year Accessibility Plan. The list described below highlights the accessibility action items for 2013-2015 that were completed.

| Effective Date | IASR Requirement | IASR Section | Status |
|-----------------------|---|---------------------|-----------------|
| 2013 | | | |
| January 2013 | Policy/Statement: Develop, implement and maintain policies governing how the Board achieves or will achieve accessibility through meeting the requirements of the regulation. | s. 3 | Complete |
| January 2013 | Accessibility Plans: Establish, implement and maintain multi-year accessibility plan outlining Board's strategy to prevent and remove barriers, post on website, provide in accessible format upon request, review at least once every five years, update in consultation with persons with disabilities. | s. 4 | Complete |
| January 2013 | Procurement: Incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities, except where not practical. | s. 5 | Complete |
| January 2013 | Educational and training resources and materials: Every educational or training institution shall if notification of need is given, provide accessible or conversion ready educational/training | s. 15 | Complete |

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| | material and student records and information on programs, availability and course descriptions. | | |
| January 2013 | Training to Educators: Provide accessibility training to educators with respect to accessible program or course delivery and instruction. | s. 16 | Complete |
| 2014 | | | |
| January 2014 | Training: Provide training with respect to Regulation 191/11, the Board's accessibility policy and the Ontario Human Rights Code to employees, volunteers, and others who provide goods, services or facilities on behalf of the Board as appropriate to their duties. | s. 7 | Complete |
| January 2014 | Feedback: Ensure processes for receiving and responding to feedback are accessible to persons with disabilities by providing accessible formats and communications upon request. Notify the public about the availability of accessible formats and communications supports. | s. 11 | Complete |
| January 2014 | Accessible websites and web content: <i>New sites/New content.</i> New internet websites and web content must conform to the World Wide Web Consortium Content Accessibility Guidelines (WCAG) 2.0 at Level A. | s. 14 | Complete |
| January 2014 | Recruitment: Notify employees and the public of availability of accommodation for applicants with disabilities in recruitment processes, materials and processes to be used, consult with applicants and arrange accommodation in a way that takes into account accessibility needs due to a disability, notify the successful applicant if the Board's policies for accommodating employees with disabilities. | s. 22, 23, 24 | Complete |
| January 2014 | Informing Employees of Support: Inform of policies used to support employees with disabilities including job accommodations. Provide information to new employees as soon as practical, and provide updated information when there are changes to existing policies. | s. 25 | Complete |
| January 2014 | Accessible formats and communication supports for employees: Consult with employee and provide/arrange for accessible formats and communication supports for information needed to perform the employee's job and for information generally available to employees in the workplace. Consult with the employee for suitability. | s. 26 | Complete |
| January 2014 | Document individual accommodation plans: Develop written process for developing documented individual accommodation plans for employees with disabilities. | s. 28 | Complete |

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|--------------|--|---------------|----------|
| January 2014 | Return to Work Process: Develop a written return to work process where a disability related accommodation is required, use individual accommodation plans. | s. 29 | Complete |
| January 2014 | Performance Management: Consider accessibility needs and individual accommodation plans in managing performance, in providing career development and when redeploying to another job or department. | s. 30, 31, 32 | Complete |
| 2015 | | | |
| January 2015 | Accessible formats and communication supports: Upon request, provide or arrange for the provision of accessible formats and communication supports for persons with disabilities, in a timely manner that takes into account the person's accessibility needs. Consult with the person for suitability. Notify the public about the availability of accessible formats and supports. | s. 12 | Complete |
| January 2015 | Libraries of educational or training material: Provide, procure or acquire an accessible or conversion ready format of print resources for a person with a disability upon request. | s. 18 | Complete |

The list described below highlights the completed accessibility action items for 2017-2018.

| 2017-2018 | | |
|------------------------|---|------------------------------|
| Type of Barrier | Strategy/Action | Target Date |
| Systemic | Review status of to ensure new staff have been trained: <ul style="list-style-type: none"> ● Accessibility Awareness training ● IASR training ● Introduced new training modules through new learning management system | Complete |
| Systemic | Review status of Board Accessibility policies and procedures and update as required: <ul style="list-style-type: none"> ● Integrated Accessibility Policy and Procedures; Information and Communications | Complete |
| Information and | Review status of capacity of school libraries to provide accessible or | Ongoing preparation for 2020 |

| | | |
|-------------------------------|---|---------------------------------------|
| Communication | conversion-ready of digital or multimedia resources for a person with a disability | deadline |
| Information and Communication | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG 2.0 Level AA standards | Ongoing preparation for 2021 deadline |
| Physical | Installation of accessibility features. New school construction and renovations adhere to current building code as it relates to accessibility standards | Ongoing 2019-2021 |

The list described below highlights the accessibility action items for 2019-2021 to be completed.

| Type of Barrier | Strategy/Action | Target Date |
|-------------------------------|---|---------------------------------------|
| Systemic | Conduct employee survey with respect to Board accessibility and accessibility policies and procedures Review Board accessibility plan, policies and procedures and update as required in consultation with persons with disabilities | 2019 |
| Information and Communication | Review status of capacity of school libraries to provide accessible or conversion-ready of digital or multimedia resources for a person with a disability | Ongoing preparation for 2020 deadline |
| Information and Communication | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG 2.0 Level AA standards | Ongoing preparation for 2021 deadline |
| Physical | Installation of accessibility features. New school construction and renovations adhere to current building code as it relates to accessibility standards | Ongoing 2019-2020 |

Review and Monitoring Process

The Accessibility Working Group will meet as required during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Working Group will ensure that in respect of the Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- (b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities.

Communication of the Plan

The St. Clair Catholic District School Board's accessibility plan will be posted on the Board website at www.st-clair.net and hard copies will be available upon request. Other formats will be provided upon request.

Contact information for accessible format requests:

Brendan Deery, Principal of Special Education

Phone: (519) 627-6762

Email: brendan.deery@st-clair.net

Accessibility Planning Resources for School Boards:

Accessibility for Ontarians with Disabilities Act (AODA), 2005

<http://www.aoda.ca/>

Accessibility for Ontarians with Disabilities

www.oesc-cseo.org

Ontario Human Rights Commission - *Policy and Guidelines on Disability and the Duty to Accommodate*

<http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate>

Canadian Standards Association:

B6521-95 Barrier-Free Design

B480-02 – Customer Service Standard for People with Disabilities

<http://www.csa.ca>

Ontario Disability Organizations:

ATN (Accommodation, Training & Networking for persons with disabilities)

<http://www.atn.on.ca>

Canadian National Institute for the Blind (CNIB)

<http://www.cnib.ca>

Canadian Hearing Society

<http://www.chs.ca>

Canadian Mental Health Association – Ontario

<http://www.ontario.cmha.ca>

Community Living Ontario

<http://www.communitylivingontario.ca/>

Multiple Sclerosis Society of Canada – Ontario Division

<http://www.mssociety.ca/ontario>

Learning Disabilities Association of Ontario

<http://www.ldao.ca>

Little People of Ontario

<http://www.lpo.on.ca>

Ontario Brain Injury Association

<http://www.obia.on.ca>

Spinal Cord Injury – Ontario

<http://www.sciontario.org/>

Le Phénix

<http://www.lephenix.on.ca>

Ontario March of Dimes

<http://www.lephenix.ca/>

<https://www.marchofdimes.ca/EN/Pages/default.aspx>

The Easter Seal Society – Ontario

<http://www.easterseals.org>

About Face International

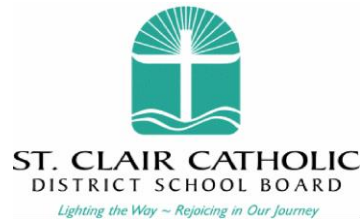
<http://www.aboutfaceinternational.org>

Ontarians with Disabilities Act – ODA Committee

<http://www.odacommittee.net/>

Ontario Coalition for Inclusive Education

<http://www.inclusive-education.ca/>



Annual Accessibility Plan - Student Forum
St. Clair Catholic District School Board
Date: To be determined by Principal in March
Location: At Home School
Time: approximately 2 hours

The purpose of this forum is to educate on the importance of acceptance as well as to enable us to find out if there are any accessibility concerns in our buildings that we are not aware of.

1. Welcome & Opening Prayer (5 min)
 - Please use the following prayer on acceptance of self
 - <https://www.youtube.com/watch?v=l3znaXhJbys>
2. Introductions of Students & Video (20 min) “Getting to Know You” -Two truths and a lie
 - <https://www.youtube.com/watch?v=YOwDfnoek6E>
-**Listening for meaning:** Who would you recommend this video to and why? [Document your students’ thinking here](#)
3. Barriers (30 min)
 - [Types of Barriers Kahoot](#) (Remember your students will need a device and should go to kahoot.it and enter the game pin)
 - Diversity Kits Activities
 - Choose 2 or 3 depending on timing (You will need to contact Sara Vadovic to get a kit sent to your school)
 - If you were making the video we started with, what would you want to say to the people around you? [Record your thinking here](#)

4. Interactive Feedback led by Principal (20 min)

- Please [find your page on the Google Doc](#) in the folder and work with students to complete the answers to the following questions.

“Tell us about a time it was difficult for someone to participate fully.”

“Tell us about a time your school did a good job at getting everyone involved.”

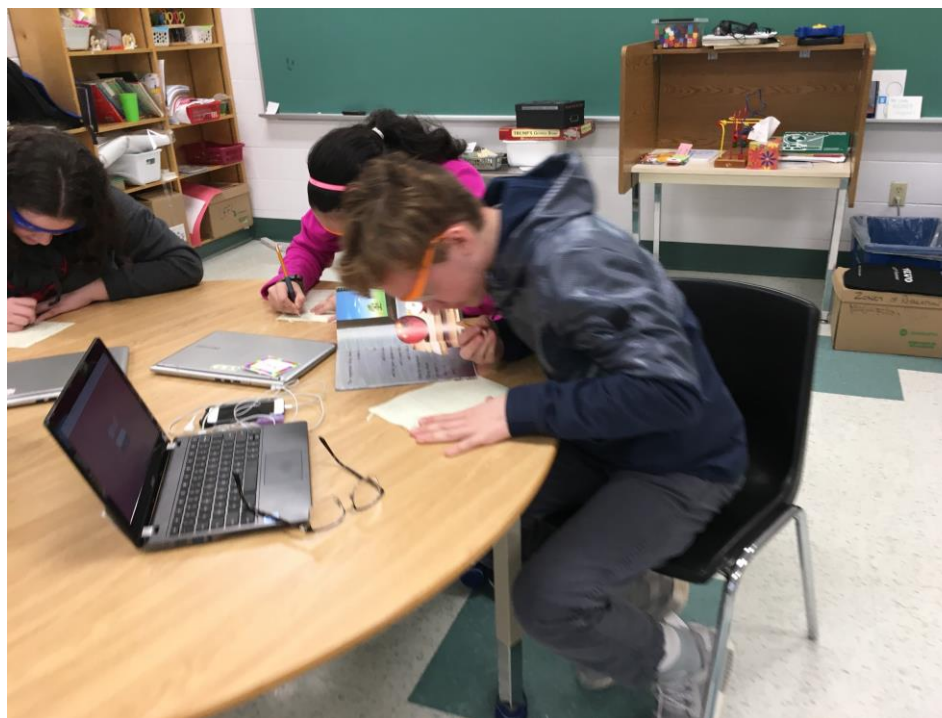
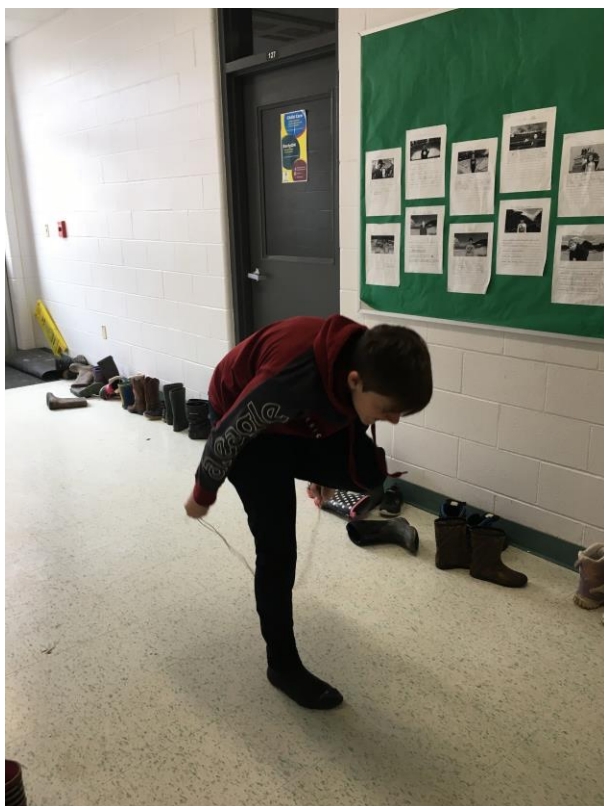
“How could our schools improve everyone’s participation?”

5. Thank You and Closing Thoughts

- <https://www.youtube.com/watch?v=paj6bA3ktMs>
- Thank you for your participation.

Accessibility Student Forum Results: March 2019
Student Feedback on Accessibility in Schools was provided by a cross section of Elementary and Secondary Schools
in a session led by individual Principals

Student participation was noted as high and engaging during these working sessions. Students were required to complete tasks such as skipping with a modified rope, writing a paragraph with scratched glasses on and walking a straight line with backward binoculars.



Student Feedback from Interactive Exercise:

Schools included in our Student forum feedback sessions this year included:

St. Michael, Ridgetown
St. Peter Canisius, Watford
Ursuline College, Chatham

1. Tell us about a time it was difficult for someone to participate fully.

- When teachers ask students to form groups of a certain number, for example 3 members. If there is a friendship group of 4, one student will be left out. That might make it harder for that student to participate in the activity.
- People who struggle to express their feelings when they are upset about something would have trouble participating.
- At the track and field school meet - if someone is hurt due to injury they would not be able to participate.
- One of our students hurt his knee and had surgery. He had a wheelchair and then crutches. He couldn't participate in our skating day and had trouble going outside when we had snow and ice.
- One of our students had a concussion and had trouble focusing during lessons.
- Some students struggle to focus on lessons due to noise and distractions in the classroom.
- If a student is the victim of gossip it would be hard to participate in the classroom because other people might know too many personal things about them. They would be worried that people are talking about them.
- If a student has difficulty speaking, they might have a hard time sharing in class discussions. Making presentations would be scary because people might not understand what they are saying.
- Someone might be unsure about an answer to a question, so they don't put up their hand because they're afraid that they will give the wrong answer. For shy, quiet people, it would be hard to share their ideas. This would also affect people who are ridiculed by others ... they would not answer because they might be afraid that someone would make fun of what they said.
- Some people struggle to make school sports teams. It is frustrating to try out when you never make the team.
- A person with a learning disability that is given too much work for them at that point.
- A student doesn't do the same work as the rest, but they wanted to try.
- A student can't play sports because they have a broken leg or paralysis.
- Students find that the work is too hard for them, they don't know the answers.
- A student was trying to answer a question but got cut off because it was taking them too long to say their answer (because they had a speech impediment.)
- Only one person in the group is doing all the work and not letting anyone else give their suggestions.
- If a student has a learning disability, it makes it difficult to learn anything.
- A student with depression or anxiety has difficulty focusing and can't get a lot of their work done.
- A student with asthma can't participate fully when they are having trouble breathing.
- Terry Fox run - students struggle with the time frame making it difficult to walk around the whole neighbourhood especially with my friends- limited to the track
- Dance studio - inaccessible to any student with a walking disability due to no elevator
- Buttons on the door (eg. library, new cafe no buttons to push for entrance, guidance)

- Elevators /lifts - difficult to maneuver on your own - buttons need to be open on both sides, difficult to use with lack of motor skills in hands

2. Tell us about a time your school did a good job at getting everyone involved.

- FM systems
- Student transition - teachers know ahead of time the strengths and needs of each student
- More lessons on Google Docs/Google Classroom not just paper and pen - access to both are good
- Pretty flexible to adapt to classes - most teachers will adapt.
- Success of EAs
- This year we ran a practice roster for our basketball team, so that everyone who was interested got a chance to develop their skills, even if they didn't make the team. If you always make the team then you get better and better. The other people who don't make the team, don't get the same amount of practice so they don't get better as quickly because they did not have enough practice time. This way everyone had a chance to practice and develop their skills.
- The STEM projects that we did every month were available for all classes. They were very collaborative. People could work in groups.
- Monthly spirit days - everyone can get involved - tacky tourist, farmer day, dress as a literary character day etc.
- Clubs so there is something for everyone. Dance team, choir, chess, games club, helping hands club, sports intramural teams ... We don't make cuts to our clubs so everyone who wants to participate is welcome.
- We have a school track meet and everyone participates.
- We had a wellness day, during which everyone watched a movie and did fun activities afterwards. This gave everyone a chance to share their ideas.
- We had a school dance on Halloween that everyone could participate in.
- School Track Meet and a Play Day for the primary students.
- School Family Activities ... On Holy Thursday we are having an Easter Egg hunt. The Grade 8 students will be the team leaders and the teams will have students from each grade. Students will collect the eggs which have clues about the events in Jesus' life. After collecting the eggs, the teams will put the events in order. Students will then receive a special Easter treat.
- Everyone was able to participate in our skating days and during our turkey dinner. Students then enjoyed the student/teacher hockey game and cheered for the teams.
- Play Day - Leaders making sure kids with exceptionalities could participate like any fully able student.
- A younger student has learning difficulties, and older students help their spirits, congratulate them, interact with them, makes them feel like they belong.
- When students help out students, it's appreciated.
- When someone with a disability meets us in the hall, we always say hi and don't stare.
- Giving high fives all the time
- Knowing a younger student's name and saying hi to them always makes them feel they belong.
- Catch-A-Kids (name kindness and celebrate it).
- Dance-A-Thons - everyone participates as they can
- Spirit Days (Twin Day, 80s Day, Funky Sock Days) This encourages belonging.

- Assemblies (Spirit Assemblies, Good News Assemblies)

3. How could your schools improve everyone's participation?

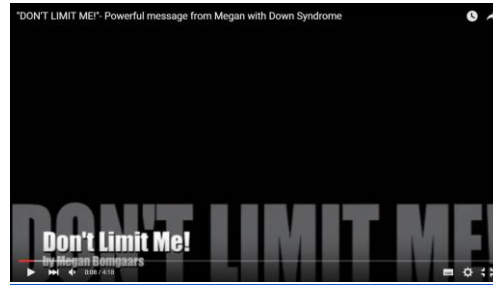
- More days of school-wide outdoor activities
- Baseball, soccer-baseball days Teachers versus Students.
- Intramurals (Spirit Group)
- 4 Corners Soccer
- More Play Days....
- We should continue to offer a variety of clubs and activities.
- We are working on developing our playground and have new pavement games and soon will have a gaga pit. Students should make sure that everyone is included in school yard activities.
- We should say something if we see something happening that is not right.
- Seek adult help quicker for school yard issues. Sometimes students don't want to tell an adult because they are afraid that other students will hate them after the fact. It is important to help, report and support when we can.
- Help students to understand the difference between telling and reporting.
- Make all students feel like they are welcome and include everyone in games.
- Add variety to the dance club with different types of music and dances. Give students a chance to perform their dances and for the choir to sing their songs for the school, so that they will have a chance to share their talents and get recognized for what they can do.
- More fun activities at the Track day to go with the track events.
- We have been trying to make everyone feel included ... so we should just keep doing the good things that we are doing already and keep looking for ways to reach out to those on the outside of the activity.
- Students and staff not being afraid to ask them questions because they want to be treated the same and engage in proper conversations
- Buttons on the door (eg. library, new cafe no buttons to push for entrance, guidance)
- Keep open dialogue - teachers Not automatically judge because of physical disability - hold same expectations

****Please note that these are student responses (unedited) and if they are doubled across schools are left doubled in these compiled results to demonstrate consistency of response.****

****It was also noted in these sessions that not all of our videos have closed captioning, which is an accessibility barrier for us to consider moving forward.****

If you were making this video, what would YOU want to say?

<https://www.youtube.com/watch?v=YOWdfnoek6E>



| What Would you want to say? | Name/School (Optional) |
|--|------------------------|
| Don't look at me strange - look at me the way you would anybody else. | St. Matthew |
| Don't think of me as different - as long as I can get the help I need, I can become a better individual and a better group worker. | Jackson/SMR |
| Treat me equally - I'm just as capable as anyone else | Ella/SMR |
| Treat me the same, don't let me get away with things because I'm different than others. | Jamie/SMR |
| Don't disrespect me just because I have a disability. | Emily/SMR |
| Don't treat me like I'm some disease, because I'm just as capable as everyone else around me. | Gabby/SMR |
| Be themselves | Erica/UCC |
| Because I have a visual disability, if you have questions, don't stare at me, just ask. | Kiera/UCC |
| Don't judge by the cover | Keegan/UCC |
| Try to treat people the same ... and different at the same time. We need to recognize what everyone needs and make sure that they get what they need to learn. | Natalie, SPC |
| Allow people to do things in their own unique way. | Kaitlyn, SPC |

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| Everybody deserves the same treatment and should have the same expectations. | Dom, SPC |
| Just because we don't have challenges, does not mean that we are better than those who do. | Kaden, SPC |
| Everybody is different and deserves to be treated as special and unique. | Ryan, SPC |
| Celebrate the difference ... God made us different for a reason and we are all made in his image. | Natalie, SPC |
| It is no big deal if someone has a challenge. | Mea, SPC |
| Just because it might be harder to teach someone if they have a disability, teachers should never give up on teaching them. They will get it eventually. | Bree, SPC |
| Just because people don't do things in the same way, doesn't mean that they don't deserve the time or the opportunity. They are worth your time and effort. | Bree, SPC |
| The sky is the limit for everybody. They should reach for it. | Owen, SPC |

Inclusionary Workshops and Professional Development for Board Employees 2018-2019
K-12 Curriculum Team

| Timeline | Targets | Topics | Facilitators |
|--------------------------------|--|---|---|
| September | New Program Resource Teachers | Orientation - Introduction to the key components of the PRT role | Janet Boyle Lisa Thompson-Power Sara Vadovic |
| September | Grade 2 teachers, Program Resource Teachers | The Grade 3 classroom teachers and new Program Resource Teachers were trained in the Lexia Reading Core5 reading program. This program is a research-proven, blended learning program that accelerates the development of fundamental literacy skills for students of all abilities in grades pre-K-5. This year, Grade 6-8 teachers were trained in Lexia Power -UP. This will ensure a more age appropriate platform for our older students. | Trainers from Lexia Program Hollie Sparling Shae-Lynn McLean Joan Martell |
| September - May | EAs | Fifteen EAs were chosen to participate in a 40 hour online training provided by the Geneva Centre. This is a new training being offered this year to pilot school boards centred around the course work of a Registered Behaviour Technician. In addition, the EAs are provided with 10 hours of professional learning communities focussed on behaviour skills training. | Katey Coffey Sheila McLaren |
| Four times throughout the year | Program Resource Teachers | The PRT group has received training in both large and small group settings. The information is used on an on-going basis in their schools with the students and staff. The group has been trained and/or provided inservice in the following areas: Gifted Screening and Scoring, Collaborative and Proactive Solutions, Self-Regulation, IEPs, IEP Engine, Wellbeing Pathway to Care, Implementation of Power UP Reading Program, Universal Supports, Assessment of Functional Living Skills (AFLS) and Trauma Training. | Brendan Deery Janet Boyle Joan Martell Lisa Thompson-Power Sara Vadovic Christine Preece |
| March | Classroom Teachers, Program Resource Teachers, Long Term Occasional Teachers | Geneva Online Training – 10 educators have taken an online ABA course for Educators. This year participants had a choice between four available courses. Upon completion new educators or those new to supporting students with ASD will be better prepared to facilitate engaging learning | Geneva Centre |

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| | | opportunities and successful school experiences for students with this diagnosis. | |
| ongoing | EAs, ECEs and Emergency Response Team Members | Behaviour Management Systems - The BMS philosophy was developed by educators for educators to safely and effectively manage student behaviours in a way that is safe for both the student and staff member(s). The main emphasis of BMS is prevention and non-physical interventions. It stresses the necessity of knowing the child, understanding triggers for behaviour, acting on “early warning signs”, and making use of calming and de-escalation techniques. The secondary emphasis of BMS is defensive techniques (avoidance, releases, blocks) coupled with calming and de-escalation techniques, and if all else fails, the use of safe restraint methods (an absolute last resort rarely required by most staff) coupled with calming and de-escalation techniques. | Heather Carron-Doyle Juliana Foulis Sarah Nelson Lynn Tourangeau Sara Vadovic Alisha White Michele Williams |
| ongoing, as requested | School Teams system wide | Ongoing training sessions are provided across the System, dependent on student and classroom needs (Ie. Read and Write for Google) | Joan Martell Jan Lemak |
| as needed | Upon request to school staff | ABA Training/Universal Supports/AFLS/H.E.L.P - The Universal Support resource is used to increase student independence, improve learning opportunities, and create inclusive environments. ABA is the application of behavioral principles that will, over time, increase or decrease targeted behaviors. HELP and AFLS in-service was provided to school teams to aid in the development of appropriate programs for students accessing alternate curriculum areas. | Janet Boyle Amy Hawkes Sara Vadovic Lisa Thompson-Power |
| On-going and as requested | Principals and Vice Principals; Select School Staffs/ Students | Culture training for Principals and Vice Principals. Many schools have workshops/learning sessions and in class learning with Indigenous partners and school staff. | Cortnee Goure |
| ongoing | K-12 Teachers involved in board initiatives e.g.: Renewed Math Strategy, Math LD Sessions, Applied Math, Early Years Sessions, Collaborative Learning Centre Support Sessions, Adolescent | Technology training in using devices, 6Cs of 21st Century thinking; differentiated instruction; using technology to enhance learning; inclusive learning strategies; universal design. Rich task design that reflect the global/digital age that we live in today. Growth mindset to achieve the highest levels of appropriate educational and personal development. Addressing the learning needs of the learner in applied courses. Academic conversations to enhance learning for all students. Ongoing PD for teachers in 21st Century learning/ teaching is offered to all learning teams and to individual teachers/groups of teachers. Many | Brenda Corchis Paul Teetzel Cortnee Goure Chris St. Amand Janice Prangley Terri Sinasac Kerri Jordan Lisa Williams Michael Giroux |

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| | Literacy, FNMI cultural experiences etc. | features on devices and in apps and programs can be used as assistive technology and for differentiated instruction. More cross panel classroom visits and PD opportunities will be provided for Grade 7-10 teachers for shared learning. | |
| Several meetings | K-12 teachers | Blended Learning- using the provincial LMS (learning management system) which has a variety of tools for use as assistive technology and differentiated instruction | Michael Giroux |
| ongoing | K-12 teachers | Google Apps for Education Training and use of BYOD. | Brenda Corchis Paul Teetzel Chris St. Amand Michael Giroux |
| Throughout the school year (various opportunities) | K-12 teachers Parent Councils Community partners | Trauma Informed Schools | Christine Preece Student Support and Wellbeing Members |
| March - June 2019 | Secondary Student Leadership Teams | Secondary Speak up Grant whereby School Wellness Teams and Indigenous Education Leadership teams are working through a process to gather student voice and implement wellness strategies. | Cortnee Goure Chris St Amand Chris Preece Secondary Teachers Supporting these teams |
| September to June 2019 | All staff in school board Community partners | Pathway to Care | Student Support and Wellbeing Team members |
| Throughout the school year | Most classrooms in the school board | Mind UP | Student Support and Wellbeing Team members |
| September 2018 to June 2019 | Principals, Administration, Some teachers | Mentally Healthy Schools | Christine Preece Student Support and Wellbeing Team members |
| February 2019 | PL Mentors | How Physically Literacy impacts social-emotional learning? | Ophea Sport for Life Chatham Kent Public Health Unit |
| February 2019 | Special Education Dept | Understanding mental health in students | C. Preece |
| March 2019 | PRT and principals and curriculum leads | SCCDSB suicide prevention and Intervention protocols; self harm and trauma | Christine Preece Shannon Brown Ash Dev |

| | | | |
|----------|------------------------------------|--|----------------------------------|
| | | | Heather Whelpley Sarah Nelson |
| May 2019 | Student Support and Wellbeing Team | Wellbeing Screens; Strength based healthy schools approach | Sarah Nelson Chris Preece |

**St. Clair Catholic District School Board Accessibility Projects
Submitted by Tony Montanino, Manager - Facilities Services**

| Facility | Project Description | Cost | Completion Date | |
|-----------------------------|--|---------------------------------------|------------------------|-------------------|
| Ursuline College | Barrier-free upgrades to main office (millwork, doors) | \$125,000 | Completed in 2015 | |
| | Replaced elevator & upgraded to barrier-free | \$150,000 | Completed in 2016 | |
| | Lowered 4 water fountains to meet barrier-free height access | \$10,000 | Completed in 2016 | |
| Holy Family | Installed water fountain (meets barrier-free requirement) | \$6,000 | Completed in 2016 | |
| Holy Trinity | Installed tracking system in barrier-free washroom | \$8,000 | Completed in 2019 | |
| | Parking lot & sidewalk - barrier-free upgrades | \$50,000 | Completed in 2016 | |
| Holy Family | Install universal bathroom | \$90,000 | Completed in 2018 | |
| Holy Rosary | Installed water fountain (meets barrier-free requirement) | \$3,000 | Completed in 2016 | |
| Christ The King | Installed water fountains (meets barrier-free requirement) | \$3,000 | Completed in 2016 | |
| | Installed new main entrance doors c/w auto door openers & renovations to main office | \$80,000 | Completed in 2016 | |
| Georges P. Vanier | Installed entrance ramp and sidewalk at main entrance | 5,000 | Completed in 2019 | |
| Good Shepherd | Installed water fountain (meets barrier-free requirement) | \$3,000 | Completed in 2016 | |
| Our Lady of Fatima | Barrier free parking lot and sidewalk enhancements | \$85,000 | Completed in 2017 | |
| | Installed universal bathroom | \$95,000 | Completed in 2018 | |
| | Install auto opener on rear yard doors | \$5,500 | Completed in 2019 | |
| Sacred Heart, Sarnia | Convert boys washroom to barrier-free | \$10,000 | Completed in 2016 | |
| Sacred Heart, Port Lambton | Install universal clock system | \$20,000 | Completed in 2019 | |
| St. Agnes | Construct a barrier-free washroom | \$20,000 | Completed in 2015 | |
| St. Anne, Blenheim | Installed universal bathroom, sidewalk and ramps | \$100,000 | Completed in 2019 | |
| St. John Fisher | <ul style="list-style-type: none"> ● Construct a barrier-free washroom ● Add entrance opener to front entrance door ● Add designated parking spaces and proper walkways ● Add access ramp to rear yard ● Install universal clock system | \$200,000 | Completed in 2015 | |
| | | \$20,000 | Completed in 2019 | |
| | St. Matthew, Sarnia | Universal clock system | \$15,000 | Completed in 2017 |
| | | Parking lot and sidewalk enhancements | \$20,000 | Completed in 2018 |
| | St. Joseph, Chatham | Upgrade washroom and workspace | \$5,500 | Completed in 2018 |
| St. Joseph, Tilbury | Added 3 barrier-free washrooms and installed 2 entrance auto openers to Childcare wing | \$100,000 | Completed in 2016 | |
| | Parking lot & sidewalk - barrier-free upgrades | \$50,000 | Completed in 2015 | |
| | Add pre-school room to childcare | \$25,000 | Completed in 2019 | |
| St. Michael, Bright's Grove | Installed water fountain (meets barrier-free requirement) | \$3,000 | Completed in 2016 | |

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|---------------------------|--|-----------|-------------------|
| St. Michael, Ridgetown | Added barrier-free washroom | \$25,000 | Completed in 2015 |
| | Installed auto opener to child care entrance | \$25,000 | Completed in 2015 |
| | Added barrier-free parking space & sidewalk to child care entrance | \$50,000 | Completed in 2015 |
| | Installed 2 water fountains (meets barrier-free requirement) | \$6,000 | Completed in 2016 |
| St. Vincent | Modified girls washroom to accommodate a student's accessibility needs | \$5,000 | Completed in 2016 |
| St. Philip | Installed water fountain (meets barrier-free requirement) | \$3,000 | Completed in 2016 |
| St. Elizabeth | Added barrier-free washroom | \$30,000 | Completed in 2014 |
| | Installed water fountain (meets barrier-free requirement) | \$6,000 | Completed in 2016 |
| St. Patrick's | Secondary School Addition & Renovation | \$500,000 | Completed in 2014 |
| | <ul style="list-style-type: none"> ● Addition of 6 barrier-free washrooms ● Special Education Classroom -barrier-free kitchen, track & lift in washroom and classroom ● Health Sciences Classroom – barrier-free kitchen, track & lift in washroom ● Food Services Classroom – accessible workstation ● Science Classrooms – accessible lab stations ● Resource Centre/ Library – ramps ● Addition of elevator in lobby | | |
| | Installed 2 water fountains (meets barrier-free requirement) | \$6,000 | Completed in 2016 |
| | Installed auto door opener on Library door (2nd floor) | \$10,000 | Completed in 2016 |
| Catholic Education Centre | Upgraded existing lobby washroom to barrier-free | \$25,000 | Completed in 2016 |
| Various Schools | 2015 Facility Accessibility Review (28 schools) | \$20,000 | Completed in 2015 |

Summary of Community Partner Feedback

Respondent Summary:

The Annual Accessibility Plan for 2018-2019 was sent to eleven community agencies for their review and feedback. The agencies were asked to make comments/suggestions regarding the strategies to address and remove barriers within each of the five areas: Attitudinal, Architectural and Physical, Technological, Information and Communication, and Policy.

The feedback provided by the respondents for the Board's Annual Accessibility Plan for 2018-2019 was favourable. St. Clair Child and Youth Services commented that the plan was very well done. All other feedback forms indicated there were no suggestions for the 2019/2020 plan.