



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

Accessibility Plan

St. Clair Catholic District School Board

2017 to 2018

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 2017

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

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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. As a result, the St. Clair Catholic District School Board developed a Multi-Year Accessibility Plan for the period 2013 to 2015.

This year, the St. Clair Catholic District School Board decided to integrate both accessibility plans to meet its obligation under the above noted Acts and will develop future plans accordingly.

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 (2016-2017) 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 9,000 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 life-long learners by:

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

The Accessibility Working Group Members for 2016 - 2017

Deb Crawford, Superintendent of Education

Julie Knight, Principal (Chair)

Christine Preece, Mental Health and Wellbeing Lead

Liz Bujaki, Principal

Kelly VanBoxtel, Principal

Sherrie Daudlin, Principal

Catherine Day, Manager - Financial and Information Services

Tony Montanino, Manager - Facility Services

Lisa Burden, Safety and Disability Administrator

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 2016-2017

Attitudinal Barriers

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; Resiliency; Mental Health Literacy; Parent Engagement; Self Regulation; Wellbeing Pathway to Care; ; Mental Health Learning Series; Behaviour Management Systems Training; Applied Behaviour Analysis; Functions of Behaviour; Structured Learning and Assistive Technology training. **See Appendix 4: Inclusionary Workshops and Professional Development for Board Employees 2016-2017**
- The St. Clair Catholic District School Board continues to work in partnership with local associations, community partners and our co-terminus Board to provide professional development opportunities for students, parents and staff. The Lambton Kent District School Board and St. Clair Catholic District School Board hosted joint Mental Health Learning Series, Self Regulation Training, Parent Education on wellbeing and principal education on promoting wellbeing through student engagement strategies. Lambton-Kent District School Board, County of Lambton and St. Clair Catholic District School Board hosted training for childcare and kindergarten classes focuses on the positive development of social/emotional awareness in children.
- Two student engagement conferences were held with elementary and secondary students involving 180 students and approximately 30 staff members. Every school developed a wellbeing plan to create solutions to address barriers that impacted their mental wellbeing. Twenty nine plans were developed.
- Communication plan to address stigma in our schools. Monthly newsletters focusing on wellbeing topics were created and sent out to parents and school community members.
- Implementation plan was developed to roll out the suicide prevention protocols for the school board. Training was provided to 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.
- Eighty-seven school climate surveys reports were developed and provided to all principals in each school along with an action plan to address the issues identified in the reports. Attitudinal barriers were among issues highlighted in the reports.

Attitudinal Barriers Cont'd
Barriers That Will be Addressed in 2017-2018

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

Strategy	Timeline	Responsibility
<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 2016-2017 	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, organize wellbeing Wednesdays; investigate at risk camp for youth 	Beginning September 2017 and ongoing throughout the year	Mental Health Lead; K-12 Learning Services Team School Administrators

**Architectural and Physical Barriers
Barriers That Were Addressed in 2016-2017**

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**

Barriers That Will be Addressed in 2017-2018

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 incorporated into the Facility Services' Five Year Capital Planning document. 	Study was completed in 2016 Items will continue to be addressed - ongoing throughout the year	Facility Services

Technological Barriers Barriers That Were Addressed in 2016-2017

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*
 - *Dragon Naturally Speaking 11* (voice to text)
 - *Word Q* (word prediction software)
 - *Worksheet Wizard*
 - *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*, *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 a SEA Technology Trainer. School staff were invited to participate in the training with the students. *Premier Suites*, *Dragon Naturally Speaking*, *Word Q*, *Kurzweil*, *Worksheet Wizard* and *Read and Write for Google* have 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. The *Premier at Home* link is available on the Board website. As well, *Word Q* is available from the Program Resource Teacher for installation on home computers. *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 2016-2017**

Technological Barriers Cont'd
Barriers That Will be Addressed in 2017-2018

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>Premier Suites, Dragon Naturally Speaking, Word Q, Worksheet Wizard, 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. Training will also continue to be offered to Grade 2 and Grade 5 classroom teachers and students upon request. 	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
<ul style="list-style-type: none"> ● Continue to provide professional development for staff on differentiated instruction, incorporating a technology component to address the effective use of assistive technology in the classroom 	Ongoing throughout the year	Special Education, K-12 Curriculum Team and Information Services Teams

***Information and Communication Barriers
Barriers That Were Addressed in 2016-2017***

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 and replaced older technology to facilitate increased usage of the Board’s WIFI networks. This network also supports the use of personal electronic devices via our BYOD program. Final phase of expansion to be completed in 2016-17.

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 multi stratified data collection approach to assess effectiveness of current computer systems in order to inform and direct planning priorities for future implementations
- 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 testing in particular.
- Implemented a technology based process to provide in-class learning experiences to students from outside the school

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

Summary of Strategies to Remove Barrier:

- Continued deployment of new technologies
- Continued and expanded 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.
- 5-year refresh plan initiated to sustain Board purchased technology levels in schools.

**Information and Communication Barriers cont'd
Barriers That Will be Addressed in 2017-2018**

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"> ● Execute final stage of WIFI Expansion Project to move to one access point (AP) per classroom 	Ongoing throughout the year	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

Policy Barriers
Barriers That Were Addressed in 2016-2017

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.
 - Accessibility Standards for Customer Service Policy and associated procedures were reviewed this year. These include: Uses of Assistive Devices by the General Public, Use of Support Person by the General Public, Use of Service Animals, Notification of Disruption of Service, and Monitoring and Feedback on Accessibility Customer Service

Barriers That Will be Addressed in 2017-2018

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.

Strategy	Timeline	Responsibility
<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 	Ongoing throughout the year	Director of Education
<ul style="list-style-type: none"> All new policies will include consideration of Equity and Inclusion and Accessibility legislation 	Ongoing throughout the year	Director of Education

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 material and student records and information on programs, availability and course descriptions.	s. 15	Complete
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
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 accessibility action items for 2016-2017 to be completed.

2016-2017		
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 	Ongoing 2016-2017
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 ● Emergency Response Plan Procedures 	Ongoing 2016-2017
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 2016-2017

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, with the

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 - Special Education

Phone: (519) 627-6762

E-mail: 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>

Directory for Accessibility

<http://www.accessibilitydirectory.ca>

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>

Canadian Paraplegic Association – Ontario
<http://www.sciontario.org/>

Le Phénix
<http://www.lephenix.on.ca>

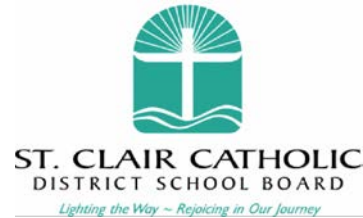
Ontario March of Dimes
<https://www.marchofdimes.ca/EN/Pages/default.aspx>

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 February
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 of which we are not aware.

1. Welcome & Opening Prayer (5 min)
 - Please use the following prayer on acceptance of self
 - <https://www.youtube.com/watch?v=I3znaXhJbys>

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>
 - Please show the students this [Video of Thanks](#).
 - A token of our thanks: Tangle, prayer card

Accessibility Student Forum Results: February and March 2016
Student Feedback on Accessibility in Schools was provided by 6 Schools
in a session led by individual Principals



Students using the diversity kits are asked to read a passage and write it wearing scratched glasses. Notice the student is hunched over and really working hard at the task. *“Urgh! I can’t see! The activity was helpful to know how frustrating it would be to have a physical limitation like bad vision”* -Grade 7 students

This picture was taken as students are asked to thread a small nut and bolt with large work gloves on. Comments included:

- “I’m way quicker at this without gloves!”* (Gr. 7 boy)
- ...Silence... (Students were so focused stating after the activity that,
“It took all my energy so I couldn’t talk to anyone”
(Gr. 6 girl)



Student Feedback from Interactive Exercise:

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

St. Vincent, Chatham
St. Ursula, Chatham
Holy Rosary, Wyoming
St. Matthew, Sarnia
St. Peter Canisius, Watford
Georges P Vanier, Chatham
Holy Family, Wallaceburg
St. Joseph, Corunna
St. John Fisher, Forest
St. Patrick's High School, Sarnia

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

- In our school yard sometimes people can't participate fully because sometimes people exclude people because they want to win or the person doesn't act the same or look the same as them
- Sometimes students will exclude people from teams made outside when they want to win
- We have students in wheelchairs that are not able to participate because they are in wheelchairs
- Once we had to go in a wheelchair for a day and we felt how it felt to be in a wheelchair - you are left out of a lot of activities
- Another time we had to wear dark glasses so we could feel what it was like if we had visual problems or if we were blind
- Sometimes students don't want to participate in group work - I think if they felt more comfortable they would work in the group with us
- Sometimes it is challenging for some students to write and put their ideas into writing. We help them by writing or talking about the idea to organize their thoughts.
- In sports sometimes people get injured when they are playing sports because if they are playing basketball and they get the ball passed they get hit in the face
- At times, some students struggle to speak or share ideas with peers and adults. We encourage them.
- Some students feel like they are not their "normal" self at school. At home, they can be more free to say and do what they want to be themselves.
- Some people cover up their real feeling and emotions.
- Sometimes, people say things as a joke and we laugh, but inside it doesn't feel good. It bothers me.
- Student does not participate in gym because she feels that she is not good enough at sports and that people attack her for not being good enough
- Student could not participate because there was something bothering them to a point that they could not think about what was going at school
- A Student says "everyday - playing sports because I have cerebral palsy and it has affected my movement"
- A student in JK can't walk on his own - so it is difficult for him to play physical games with his friends.
- Ultimate frisbee - we used a foam frisbee for students with a disability to participate.
- Daily activities - in Phys. Ed. - students with a broken bone (in a cast) need to sit off to the side;

- Outside for recess - if on crutches students don't go outside; allergy to the sun
- Asthma causes some students difficulty with breathing in the warm weather
- Anaphylactic Allergies - students need to be careful when they have allergies and may not be able to participate in all activities (luncheons, food days, milk programs - this was recognized and we made accommodations so that all students can participate)
Students with autism may not be able to participate in a game/ activity
- Some people are more athletic than others
- Beep test in PE ... some people don't do as well as other people and take longer to finish ... people with asthma drop out quickly
- When you are playing a game like tag, and because you are a slow runner, you are always caught first and as a result do not play long.
- When completing school work, some people are fast and get their work down quickly and as a result get extra time to play.
- Making a team competitive sport is difficult if you are not good at it.
- Reading out loud in class
- Making a presentation in front of a class
- Finding the right material that matches our reading levels
- Fire drill when in wheelchair
- Unexpected drills
- Up and outs
- Grade 9- change from grade 8 to grade 9 - very stressful - lots of things to worry about
- Batteries for hearing aid- who do I ask?
- Difficult for someone with disability to participate in Link day- Resource teachers to be part of link crew day
- Getting on bus
- Bus- space, too loud, too noisy
- Teachers asking to be in pairs in grade 9 - very hard for students to do due to anxiety, fears, etc.
- Finding someone to relate to with same interests
- Connections to people

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

- Recycle day
- Positivity day
- Kindness day
- Superhero day
- School assemblies
- Play day
- Christmas dinner - Accommodations/changes to the menu are made for all of our allergy students so that all can participate.
- Christmas Concert
- School musicals
- Muskoka Woods
- Buddy classrooms
- Autism day and activity with Finding Dory

- Fun day in June
- Weekly Liturgies with students from different classes participating
- Gardening in the school gardens and habitat
- School wide food drive
- School Olympics
- Mac and Cheese and cake walk
- Computer and reading buddies
- School families - includes every student in a special family to work together and build community in the school
- Peer mentoring and peer mediation
- Variety show
- Track meet at the school
- Good news assemblies
- Outdoor Friday Dance Party at recess
- Going to Mass together sitting in families - we used a wheelchair accessible bus so everyone could participate.
- Soft ball used during games for safety of a student
- Food events are inclusive to all students (to accommodate allergies)
- Snack program is safe for all individuals
- Buddy Bench - to include all students
- Smile board - give and take a "smile" quote for students who are feeling down or lonely or just need a boost during the day
- Operation Christmas Tree - canned goods and toys donated; allows for life skills support for some students
- Jump Rope for Heart - different challenges, not just skipping
- Special Events - such as Earth Rangers, Chalice White Elephant Sale - ensure that it is accessible to all students
- Mass (at church or in the gym) - ensure that everyone can attend through support with fidgets, microphone, special seat to sit on, visual support of the mass on projector, consistent mass each time
- Games Club
- Art Club
- Echo Choir
- Stitching Club
- Helping Hands Club
- Visiting the Nursing Home
- Skating at the Arena
- Terry Fox Run/ Walk - this allows runners to run and those who do not do well with running can walk.
- Skating Day - Those students who do not want to skate, have an option to play in the gym with various activities set up for them.
- Student Learning: Students at our school learn based on their skills.
- Student Learning: We have a lot of technology to assist students at all levels learn. For example, google read and write app.
- Providing more outdoor play equipment for students to play with outdoors.
- Minecraft Club - For those less athletic
- PBS allows everyone a chance to get a reward for doing the right things
- School tries very hard to accommodate students with disabilities

- Cyclone aid, Irish Miracle, Palozza,
- Careers class help us to learn what kind of learner we are
- Once students are involved in things...they love this school

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

- automatic doors with buttons (only at front doors currently)
- Possible assembly to include an activity for everyone to be included
- Motivational speakers with speakers who have disabilities
- Diversity experiences for classrooms
- Books for the library - read alouds on inclusion and disabilities
- We could create an interactive makerspace as part of our library for students to learn together. (similar to computer and reading buddies)
- We could do the diversity activities within all classrooms.
- We could participate in more school wide activities in the community. (carving pumpkins at the fairgrounds, school wide bowling trip)
- Continue to introduce more sports (curling)(adapted to include everyone)
- Maybe have intramurals as school families.(non - competitive sports)
- Include more things that appeal to everyone - not just the younger students
- Motivational events
- Make activities accessible to all
- Pre-plan all your activities with everyone in mind - consult with our School Accessibility Team
- ParaOlympic games - participate in activities that may make us aware of different ways to compete
- Awareness of differences through the diversity kit
- More areas for students to sit and chat out on the school yard; more shade in the yard - trees are being planted thanks to a grant
- We have the warm fuzzy jar that we are all working on together - one big goal that the whole school is working together to have a fun sundae day
- It is great to hand fuzzies out to students out because it fills our bucket
- We should do something that we can't buy something - we could go out and do something as a school - some charity work - in our community
- Sometimes we need to include others - we do our best but sometimes they don't know what we are doing
- We are getting a buddy bench - if we someone sitting there we should invite them to play
- Reinforce the use of and increase the awareness of the Buddy Bench and Smile Board
- For school teams... even if you don't make the school team there should be another team (like intramural) so that everyone can participate and learn
- Since games club is so popular ... maybe we could make it available for different age groups on different days ... e.g., Grade 5 to 8 on one day, and Grade 1 to 4 on another.
- For school teams ... only the first string gets played while everyone else sits on the bench ... we would like to give everyone a chance to play in a game
- When people make the team ... they are excited to play. When they don't get to play, they feel sad. Why bother putting them on the team in the first place. Parents drive kids to the game and then don't get to watch them play.
- When we play against other schools, we would like to play against teams that are the same level as us ... if they are much better, it is discouraging. We are competing against much bigger schools who have a lot more students to choose from.

- Offer more intramural sports
- Offer more clubs like, art club, craft, games club
- Tournaments catered to all students who would like to participate
- More experiences in learning outside the classroom especially going out of the school, either outside on the field, local park or out on an excursion would really enhance student participation and engagement
- Increase awareness about disabilities - help address attitudinal perspectives towards people with disabilities (Show the "Do not limit me" video to all students and do reflective learning activities)
- Inform students (grade 9 in particular) about supports - who do I ask? Bussing, etc.
- Eliminate social barriers- mentoring- match every grade 9 up with a grade 12 student to be a buddy for all year
- Choose more friendly Grade 12 leaders- students feel not very welcoming and choose people with DISABILITIES
- Host ongoing training with link leaders and get it sustainable throughout the year
- Social skills sessions
- Why can someone with a broken bone be treated differently? They have a limited disability but people with permanent disabilities are treated so differently....compare to real life situations
- Wellness conference - use diversity kit
- Acknowledge invisible disabilities e.g. requiring a scribe
- Teachers and resource teachers following IEP's

****Please note that responses that were doubled across schools were left doubled in these compiled results to demonstrate consistency of response.****

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)
E.g., Help me, don't hate me. If you see I'm being disruptive in class, don't hate me for it, help me to know I'm doing it so I can try to learn not to.	Jordan, St. Mikes
Treat others the way you want to be treated - the Golden Rule	St. Matthew
Don't look at me strange - look at me the way you would anybody else	St. Matthew
Everybody has struggles and strengths - not everybody is born with the same skills - but they can be developed with time and patience	St. Matthew
Where do you fit on the team? - everybody has a role to play and the more we include the more we learn to include	St. Matthew
Show me how to gain your trust - some people do not know how to enter into successful social relationships with others	St. Matthew
Let me be around you without judging me or treating me differently.	Georges P. Vanier
Try spending a day in my shoes.	Georges P. Vanier

I want people to know that “We are more alike than different.” (Lee Bussard)	Georges P. Vanier
It does not matter if people are different than you, be happy with who you are and love yourself. “Other people do not define me.”	Amealea, Georges P. Vanier
God put everyone on earth for a purpose.	Georges P. Vanier
Do not judge a person before you get to know them.	Georges P. Vanier
You don’t realize how hard it is so don’t think that you know. Don’t hate people because they may be different	Brooklyn - St. Joseph COR
Don’t assume that people with disabilities can’t do anything; they could be capable of it but in a different way.	Alex - St. Joseph COR
Don’t think of someone in a bad way just because they can’t do something that someone without a disability could do. They may be able to do something better. Don’t judge them because they have a disability.	Owen - St. Joseph COR
Don’t assume you know me because of my outside. On the inside I’m just like you.	Sarah - St. Joseph COR
Treat other how you would like to be treated and to not judge other just by their looks. There are people in this world that are working really hard to make their dreams come true, and everyone can make their dream come true if they work really hard. If you see anyone being bullied, abused or someone causing them pain, stand up and make things right.	St. Ursula/Emma
Encourage people to achieve goals. Don’t judge them and tell them they can’t do it. Everyone is alike in a way. Treat them like you would want to be treated.	St. Ursula
Treat me how you would treat others. Don't judge me because I am different because you're not perfect. If you see someone being bullied then tell them to stop.	St. Ursula
Everyone is different and everyone is amazing in their own way. People have different strengths and weaknesses.	St. Ursula
Treat me the same as how you treat others. We all breathe the same air, we all walk the same earth and we are all God’s people.	St. Ursula/Christian
Don't think that you know somebody because they look different than you; everybody was made for a specific reason even if they look different	St. Ursula
Don't judge a person by there cover. Don't underestimate people of how they look. Look at people the same way you look at your family.	St. Ursula

You are capable of doing anything, as long as you put your mind to it!	St. Ursula
"We eat, we sleep, we breathe the same - some stuff is hard for us to do but we have our own way of doing it"	St. Pat's
"Some view disability as an embarrassing thing however it is nothing to be ashamed about; everyone has their strengths and weaknesses"	St. Pat's
"Do not whisper to me talk like a normal person"	St. Pat's
In reference to EA support "you do not have to be right on top of me"; I need to have some independence- you can't find yourself when someone is with you all the time; I do not need to be babysat;	St. Pat's
Do not hold us back, let us be independent please	St. Pat's
Treat me like everyone else.	St. Peter Canisius
Don't talk to me as if I was a baby.	St. Peter Canisius
Don't judge me.	St. Peter Canisius
Don't take advantage of me.	St. Peter Canisius
I know that I look different and sound different but inside I am just like you. Don't treat me like I'm different.	St. Peter Canisius
I am special.	St. Peter Canisius
Don't get your pleasure from my pain.	St. Peter Canisius
Help me ... don't hurt me.	St. Peter Canisius
Don't laugh at me or call me names	St. Peter Canisius
Give me a chance to learn and show my abilities.	St. Peter Canisius
Don't babysit me ... EAs and teachers don't always need to be with me every second ... give me a chance to be independent	St. Peter Canisius
Let me learn how to persevere so that I can grow.	St. Peter Canisius
Don't pick on me.	St. John Fisher
Even though I am different, doesn't mean you have the right to pick on me.	St. John Fisher

Don't judge me for what I look like, or what I can or cannot do.	St. John Fisher
Include me...	St. John Fisher
Let me be who I am...	St. John Fisher
Encourage me...	St. John Fisher
Don't treat me different, just because I'm different. We are all different.	Holy Family
Just give me a chance	Holy Family

Inclusionary Workshops and Professional Development for Board Employees 2016-2017
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
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, IEPs, IEP Engine, Wellbeing Pathway to Care, Sensory issues in Children	Brendan Deery Janet Boyle Joan Martell Lisa Thompson-Power Sara Vadovic
Four times throughout the year	Grade 9 and 10 teachers of applied courses, Department Heads	21st Century Learning for All - Supporting teachers in creating deep learning tasks that leverage digital tools in order to increase student engagement and improve student achievement. This year, a strong focus was placed on developing class profiles, understanding the learning needs of the classes and deepening the understanding of the IEP.	Mike Giroux Scott Johnson Sara Vadovic Caroline VanRoestel-Seward
September 2016 - June 2017	Classroom Teachers, Program Resource Teachers, Long Term Occasional Teachers, ABA Specialists	Geneva Online Training – 20 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 opportunities and successful school experiences for students with this diagnosis.	Geneva Centre
September 2017	Student Support and Wellbeing Team	ChYMH Training - build skills and knowledge in using a screening tool and full assessment to help address student mental wellbeing which helps to eliminate stigma	CPRI Christine Preece

September 2017	Student Support and Wellbeing Team	CBT for children and youth- This training will provide the team with tools to use for their one to one counseling for emotional health thus reducing barriers to seeking help.	St. Joseph's Hospice Christine Preece
September 2017 and ongoing	Principals PRT's EA's School Staff STudent Support and WEllbeing Team	Suicide Prevention Protocol Training - Training provided to assist all staff to know what to do to prevent suicide, intervene if a student is suicidal and steps to take postvention.	Christine Preece
September 2017	Student Support and Wellbeing Team	Brief Intervention for School Clinicians- SSWT was provided with intensive training on screening tools and an evidence based intervention to help students through a structured format develop positive coping skills. A community of practice has also been formed.	University of Washington School Mental Health Assist Team
Ongoing throughout the year	Selected kindergarten teachers ECE workers Student WEllbeing and Support TEam	Wellbeing Learning Centres - 6 teachers and 6 ECE workers plus 10 Cyws and 2 SWs were trained in growth and development and how to develop self regulation in the early years. Bell Let's Talk - online module training for grade 6-8 teachers to implement lesson plans focused on mental health and social media	Shannon Brown Brenda Corchis Lisa Walker Christine Preece School Mental Health Assist Western University
Fall 2017	Students Staff at various schools	Wellbeing Days - organize 2 student wellbeing days focusing on youth engagement and student voice to address attitudinal barriers	Christine Preece Student Support and Wellbeing Team
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 Caroline VanRoestel-Seward Courtnee Goure Chris St. Amand Courtney Mellow Lisa Aarssen Michael Giroux

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

Facility	Project Description	Cost	Completion Date
Ursuline College	Installed auto opener & motion sensors to washroom	\$5,000	Completed in 2012
	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 auto openers to front entrance	\$2,000	Completed in 2011
	Installed water fountain (meets barrier-free requirement)	\$6,000	Completed in 2016
St. Peter Canisius	Added barrier-free washroom	\$30,000	Completed in 2013
Holy Trinity	Installed tracking system in barrier-free washroom	\$8,000	Completed in 2016
	Parking lot & sidewalk - barrier-free upgrades	\$50,000	Completed in 2016
Holy Rosary	Installed auto openers to front entrance & barrier-free washroom	\$7,500	Completed in 2011
	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
Christ The King	Installed auto openers to front entrance	\$2,500	Completed in 2011
	Installed sidewalk accessible ramp & auto opener to exterior Childcare entrance	\$14,500	Completed in 2012
	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 auto openers to front entrance	\$2,500	Completed in 2011
Good Shepherd	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
Monsignor Uyen	Installed auto openers to front entrance	\$2,500	Completed in 2011
Our Lady of Fatima	Installed auto openers to front entrance	\$2,500	Completed in 2011
Sacred Heart, Sarnia	Convert boys washroom to barrier-free	\$10,000	Completed in 2016
St. Agnes	Installed auto openers to front entrance	\$2,500	Completed in 2011
	Converted washroom to barrier-free	\$7,600	Completed in 2013
	Construct a barrier-free washroom	\$20,000	Completed in 2015
St. Anne, Blenheim	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. John Fisher	Boys & Girls washroom upgrade	\$2,500	Completed in 2011
	<ul style="list-style-type: none"> ● Construct a barrier-free washroom 	\$200,000	Completed in 2015
	<ul style="list-style-type: none"> ● Add entrance opener to front entrance door 		

	<ul style="list-style-type: none"> ● Add designated parking spaces and proper walkways ● Add access ramp to rear yard 		
St. Joseph, Chatham	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. Joseph, Tilbury	Installed auto openers to front entrance	\$2,500	Completed in 2011
	Added barrier-free washroom in Full Day Kindergarten (FDK) class	\$9,000	Completed in 2012
	Added 3 barrier-free washrooms and installed 2 entrance auto openers to Childcare wing	\$100,000	Completed in 2014
	Parking lot & sidewalk - barrier-free upgrades	\$50,000	Completed in 2015
St. Michael, Brights Grove	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
St. Michael, Ridgetown	Installed auto openers to front entrance	\$2,500	Completed in 2011
	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. Ursula	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. Vincent	Installed auto openers to front entrance	\$2,500	Completed in 2011
	Modified girl's washroom to accommodate student's accessibility needs	\$5,000	Completed in 2016
St. Philip	Installed auto openers to south entrance	\$2,500	Completed in 2011
	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
St. Elizabeth	Installed 2 sets of auto openers	\$5,000	Completed in 2011
	Added barrier-free washroom	\$30,000	Completed in 2013
	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 2016 - 2017 was sent to thirteen 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 2017 - 2018 was favourable. The Children's Treatment Centre commented that the St. Clair Catholic District School Board "is strong at following up on strategies and equipment recommended by community partners.". Family Services Kent commented that they were "pleased that on page 4 the Board is committed to consulting with people with disabilities in the development and review of its annual accessibility plans.",

St.Clair Child and Youth Services commented that our Board's Mental Health Lead is also a member of the Working Together For Kids Mental Health Planning Table and the development of a common Safety and Wellbeing tool. This tool is being used in both hospital and St. Clair Child and Youth so there is consistency in planning for a student's safe return to school after a mental health crisis.

Other respondents included Community Living Chatham Kent, Community Living Wallaceburg, Family Counselling Centre and Goodwill Industries Essex Kent Lambton.