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

Annual Accessibility Plan
for the
St. Clair Catholic District School Board

September 2014 - August 2015

St. Clair Catholic District School Board
Accessibility Working Group

Annual Accessibility Plan

Table of Contents

Executive Summary

The purpose of the Accessibility for *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.

This is the twelfth annual plan prepared by the Accessibility Working Group of the St. Clair Catholic District School Board. The plan describes:
- the measures that the St. Clair Catholic District School Board has taken in the past, and
- the measures that the St. Clair Catholic District School Board plans to take during the year (2014-2015) to identify, remove and prevent barriers for people with disabilities.

This year, the St. Clair Catholic District School Board has recognized the need for the continual 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 its annual accessibility plans.

The Accessibility Working Group identified five barriers for people with disabilities. The Accessibility Working Group recommends a continued commitment by the St. Clair Catholic District School Board to accessibility planning.

Aim

This plan describes the measures that the St. Clair Catholic District School Board has taken in the past as well as measures that will be taken during the next year (2014-2015) to identify, remove and prevent barriers for people with disabilities who work in, use or attend school board facilities and services.

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 efforts at the St. Clair Catholic District School Board to remove and prevent barriers for people with disabilities during the past year.
3. Outlines the policies, procedures, programs, practices and services that the St. Clair Catholic District School Board will review in the upcoming year to identify barriers for people with disabilities.
4. Describes the measures the St. Clair Catholic District School Board will take in the upcoming year to identify, remove and prevent barriers for people with disabilities.
5. 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.

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.

| **Attitudinal Barriers** |
| **Barriers That Were Addressed in 2013-14** |

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 sessions were provided for all staff throughout the year. These included: Mental Health First Aid; Positive Behaviour Support (PBS); Applied Behaviour Analysis; Functions of Behaviour; and Assistive Technology training.
See Appendix 5: Inclusionary Workshops for Board Employees

● 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.
Mental Health First Aid training was provided to all of our Program Resource Teachers, Speech Language Pathologists, the Behaviour Team as well as the District Autism Team. Tim Charrette from the Canadian Mental Health Association provided the two-day training session.

• A number of our Child and Youth Workers as well as members of our Behaviour Team participated in a webinar on Fetal Alcohol Syndrome Disorder (FASD), presented by Dr. Clare Mitchell, St. Clair Child and Youth.
Administrators, Classroom Teachers and Educational Assistants from four of our schools participated in a Positive Behaviour Support (PBS) Professional Learning Community (PLC) with members of the St. Clair Catholic District School Board central PBS team and staff from the Lambton Kent District School Board.

● A broad representation of members has been maintained on the Accessibility Committee. Members include Principals, staff from the Academic Department (Catholic Curriculum and Special Education), Corporate Services, Planning and Facility Services, Information Services, and Human Resource Services.

● Grades 4 – 8 students in all schools across the System participated in a Mental Health and Bullying survey in the Fall 2013.
The information gathered from this survey was used in the development of the SCCDSB School Mental Health and Addictions Strategy.

● Conducted school climate surveys in the last quarter of 2013 with inclusive questions pertaining to Equity and Inclusion.

Attitudinal Barriers Cont'd		
Barriers That Will be Addressed in 2014-15		

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

Strategy	Timeline	Responsibility
● Provide professional development opportunities for staff as outlined in the Special Education and Student Services Goals 2014-2015	Ongoing throughout the year	Special Education Team
● 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	Special Education Team and Catholic Curriculum Team
● Maintain broad representation on the Accessibility Committee	Ongoing throughout the year	Superintendent of Education

Architectural and Physical Barriers		
Barriers That Were Addressed in 2013-14		

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 time lines permit.   (See **Appendix 7**)

Barriers That Will be Addressed in 2014-15		

Objective: Barriers will be addressed as identified through various stakeholder groups

Strategy	Timeline	Responsibility
● Facility Services will continue to plan and provide accessible facilities ensuring all renovations and additions meet building code requirements	Ongoing throughout the year	Facility Services
● Facility Services will work in consultation with the Special Education Department and school communities	Ongoing throughout the year	Facility Services

Technological Barriers
Barriers That Were Addressed in 2013-14

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 were provided 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); and,
  - *Worksheet Wizard.*

- The Program Resource Teacher in each school as well as the Itinerant Assistive Technology Teacher provided additional training to Grade 3 and Grade 6 Classroom Teachers and students in preparation for the EQAO assessment, specifically with *Premier Suites, Kurzweil*, *Word Q* and *Dragon Naturally Speaking 11*.

- Students with Special Equipment Amount (SEA) funded assistive technology were provided with several hours of individualized training by the Itinerant Assistive Technology Teacher as well as a SEA Technology Trainer. School staff is invited to participate in the training with the students. *Premier Suites, Dragon Naturally Speaking*, *Word Q*, *Kurzweil* and *Wordsheet Wizard* have been the focus.

- In order to provide continuity of support for the exceptional learners in the school and home environments, training opportunities for parents on various programs were available upon request by the individual school Principal. The *Premier at Home* link was available on the Board website. As well, *Word Q* was available from the Program Resource Teacher for installation on home computers. Parents of children with SEA funded assistive technology were able to request to attend the student'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 was 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.

See Appendix 6:   Professional Development Elementary and Secondary Board Employees 2013-2014

Technological Barriers Cont'd		
Barriers That Will be Addressed in 2014-15		

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

Strategy	*Timeline*	*Responsibility*
• 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. *Premier Suites, Dragon Naturally Speaking, Word Q, Worksheet Wizard, Boardmaker Studio*	Ongoing throughout the year	Special Education Team
• 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
• 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
• 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 Department
• Continue to implement the newly developed process to ensure that SEA equipment is upgraded as needed	Ongoing throughout the year	Special Education Team
• 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
• 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	Catholic Curriculum Services Team

Information and Communication Barriers
Barriers That Were Addressed in 2013-14

Objective: Provide a Board website that is accessible for people with disabilities

Summary of Strategies to Remove Barrier:

- Language translator feature added
- Font adjuster incorporated
- Text has been formatted and tagged to images such that screen readers are able to read photos and images

Objective: Ensure that all students are able to access and use computer technology in their school

Summary of Strategies to Remove Barrier:

- Increased network capacity (bandwidth) to meet network users' increased needs
- Expanded Bring-Your-Own-Device project (BYOD) across all schools
- Provided students and academic staff access to Board *Google Domain* (SCCDSB.net) supported by training opportunities for staff
- On-going strategic planning occurred to consider evolving technology trends and resource options
- Additional computer tech resources were employed to focus on SEA and assistive technologies
- Increased device to student ratios in all elementary schools (Chromebook initiative)
- Conducted a review of software on school-based computers and produced a more efficient and responsive system

Objective: Continue to evaluate and adjust wireless technology to maximize student use of and access to computers

Summary of Strategies to Remove Barrier:

- Monitored HelpDesk system for network access issues and established a system for school staff to indicate weak signalled areas
- Network assessment tool was used to monitor Network traffic and manage the Board's resources for optimal performance and end user experience

Objective: Ensure that the email system is reliable and accessible for staff and students

Summary of Strategies to Remove Barrier:

- Reviewed the current two system approach (SCCDSB.net and *Outlook Exchange*)
- Established and provided access to email accounts for all staff and students in the Board's Google Domain (SCCDSB.net) - leveraged Google's anytime/anywhere availability and spam filtering abilities

Information and Communication Barriers cont'd Barriers That Will be Addressed in 2014-15		
Objective: Maximize access for staff and students to technology based learning resources		
Strategy	**Timeline**	**Responsibility**
● Leverage the Board's Google domain (SCCDSB.net) to provide staff and students 24/7 access to relevant learning resources	Ongoing throughout the year	Information Services, Catholic Curriculum and Special Education Teams
● Ensure resources are available and easily accessible in a mobile format	Ongoing throughout the year	
● Identify software that can be virtualized and licensed for both in-school and at-home use	Ongoing throughout the year	
● Provide professional learning opportunities focused on hardware and software use	Ongoing throughout the year	
Objective: Ensure computer systems are easily accessible for staff and students		
Strategy	**Timeline**	**Responsibility**
● Incorporate changes to the software images identified in the 2013-14 software analysis to improve boot-up times	September 2014	Information Services Department
Objective: Enable all students to access and use computers in their school		
Strategy	**Timeline**	**Responsibility**
● Continue to review revised deployment strategy and research new technologies/softwares that may enhance the learners' experience	Ongoing throughout the year	Information Services, Catholic Curriculum and Special Education Teams

Policy Barriers Barriers That Were Addressed in 2013-2014
Objective: Ensure the reporting procedure of the Annual Accessibility Plan is appropriate
Summary of Strategies to Remove Barrier: ● The Annual Accessibility Plan is available on the Board Website

Barriers That Will be Addressed in 2014-15
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
● 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
● All new policies will include consideration of Equity and Inclusion and Accessibility legislation	Ongoing throughout the year	Director of Education

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:

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The Accessibility Working Group Members for 2013 - 2014

Working Group Member	Number of Representatives	Representative
Superintendent of Education	1	Ann Sutton
Academic (Catholic Curriculum and Special Education)	2	Janet Boyle Tamara Johnson
Corporate Services (Planning & Facility Services)	2	Karen Dolson Tony Montanino
Principals and Vice-Principals	5	Stephen DeGurse (Chair) Liz Bujaki Sherrie Daudlin Christine Lambert Julie Knight
Information Services	1	Patricia Leblanc-Jaeger
Human Resource Services	1	Lisa Burden

MEDIA RELEASE:
FOR IMMEDIATE RELEASE

ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
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Friday, February 28, 2014

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STUDENT FORUM TO PROVIDE INPUT TO ANNUAL ACCESSIBILITY PLAN FOR ST. CLAIR CATHOLIC DSB

The St. Clair Catholic District School Board will review its Annual Accessibility Plan, as required by the *Ontarians with Disabilities Act (2005)*. The purpose of the act is to improve opportunities for people with disabilities; and to provide for their involvement in the identification, removal and prevention of barriers. Each school board in the province must prepare an Annual Accessibility Plan, in consultation with disabled persons.

The guest speaker this year will be Dan Edwards, a former student of the St. Clair Catholic District School Board, who sustained a spinal cord injury several years ago.

As part of the review, the St. Clair Catholic District School Board will host a *Student Forum*, at which students will be invited to provide information on various aspects of accessibility within their school settings. They will be asked to provide recommendations, which will help to make the Board more accessible to all students.

Student input in the design and implementation of our annual plan is vital," says Steve DeGurse, Principal of St. John Fisher Catholic School in Forest and Chair of the Working Group for the Annual Accessibility Plan. "We welcome these young people to our focus session."

"Each year, consultation is a key step as we develop our annual accessibility plan," says Dan Parr, Director of Education. "We look forward to the valuable input our students will provide."

Information brought forward at the *Student Forum* will be used to develop the next steps for the 2014 – 2015 accessibility plan.

The Student Forum will be held at 9:45 a.m. on Tuesday, March 4, 2014 in the Boardroom at the Catholic Education Centre, 420 Creek Street, Wallaceburg. Members of the media are welcome.

--30--

Annual Accessibility Plan - Student Forum
St. Clair Catholic District School Board
Date: **Tuesday, March 4th, 2014**
Location: **Catholic Education Centre**
Time: **9:45 a.m. – 12:30 p.m.**

1. Arrival and Grouping of Students (9:45 to 10:00)
   - Students will be put into working groups as they arrive at the CEC
   - "Getting to Know You Activity" led by Christine Lambert and Sherrie Daudlin

2. Welcome / Opening Prayer / Types of Barriers (10:00 to 10:10)
   - Stephen DeGurse, Richard Whitney and Lisa Burden

3. Guest Speaker for our Focus Group Session (10:10 to 10:40)
   - Liz Bujaki to introduce and thank Guest Speaker – Dan Edwards
   - (Dan is a former St. Christopher Catholic High School Student)

4. Group Activity – Diversity Kit Workshop (10:40 to 11:40)
   - Karen Dolson, Tamara Johnson and Julie Knight will lead this activity with the students

5. Lunch and Interactive Feedback (11:40 to 12:30)
   - Steve DeGurse and Patricia Leblanc-Jaeger

"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?"

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6. Thank You and Closing Thoughts
   - Ann Sutton

Student Feedback: Diversity Kit Activity

The chart below summarizes the comments that students made when completing the visual and auditory activities in their table groupings.

Visual Activity

Auditory Activity

How Did We Feel?	Used to Think:	Now I Realize:
- Confused - Mad/frustrated - Blind - Awkward - Isolated - Stupid- not keeping up - Disoriented - Anxious/anxiety - Focused/concentrated - Irritated/frustrated - Unsure of what you were doing - Annoyed - On your own - Falling behind - Stressed out	- That having a disability was just a section/part of your life - How difficult it will be - Disabilities would cause mainly physical problems - Why can't some people just keep-up - That living with a person with a disability would not have troubles because they would adapt - That living with the disability would be easy with all the helping things, like parking spots, ramps, etc. - That there are much bigger obstacles that they can't overcome	- That it's not just a part of your life, it's how your life works and the challenges you have to face everyday - How anything is possible - That the barriers to disabilities are everywhere - It must be difficult for some - That I would not be able to adapt and that life would be very hard for them - How challenging it must be to live like that your whole life and how difficult it must be
- The goggles gave me a headache - They make you frustrated - Hard to read - Hard to write - Scary - Lots of concentration and focus - Adapt to the vision - Concentration - Frustrated - Confused - Annoying - Distracting - Struggled with instructions - Felt stupid	- It wasn't an issue or problem - That it was simple - It can't be that bad, how hard can it be? - That you could get used to it and that things get easier, and that it can't be that bad	- I have a better understanding and appreciation to be more respectful and patient - That it is hard and now I have a good understanding - Having the disability would be huge barriers. I now have an appreciation for people who have to go through this everyday. Newly learned respect - That it is actually pretty hard to overcome obstacles alone

Student Feedback: Diversity Kit Activity

Visual Activity
Auditory Activity

● It was difficult to grip the nuts and bolts which made things frustrating ● It was hard to focus. The background noises made it difficult to focus on the instructions	● That they had fun and did not have challenges ● That people with a disability didn't have it all that hard, especially with hearing ● That people with disabilities struggle with certain tasks ● From what I saw it's easy to complete these activities	● They have a worse life than a normal person ● People with a disability have a decently hard life to live and need our help ● I know that just daily tasks that we can do, are difficult to other people with disabilities ● These activities are quite difficult and I have to try really hard
● Harder ● Slower ● Frustrating ● Challenged ● Disoriented	● That it wasn't very hard to complete these activities ● That it wasn't as hard as it is ● Everyday activities were easy ● That most barriers can be overcome by self	● That people who struggle with these things have it so much harder than we realize ● That it is really hard ● That for some people, everyday is a challenge ● You need peers to help you
● Really challenged ● Frustration ● Time-Consuming ● Lack of productivity ● Confusion ● Difficult to keep going ● "What's the point…" ● Had to do more preparation ● Concentration level increased ● More time to finish ● Make some inferences/guesses ● Seek assistance	● That people who had disabilities couldn't do anything ● That people with disabilities always got help and life was hard for them ● That many things weren't as challenging as they are for people with a disability ● It wouldn't be as hard	● That if you put your mind to it you can accomplish anything ● Realized how challenging it is ● I think that something simple can turn into a challenge for people with disabilities ● It is much more difficult and confusing

Student Feedback: Diversity Kit Activity

Visual Activity
Auditory Activity

● Weird ● Partially- sighted ● Blind ● Disgusted ● Nauseating ● Tried to look in an area where it was easier to see ● Focused on reading not on the writing ● Annoying ● Distracting ● Difficult to focus ● Frustrated ● Starting with a headache ● Stressed	● These activities would be very simple and that I'd have no problem completing them ● It was easy to block things out ● That some people may have over complained about their disabilities ● It would not be that bad ● Everyone could see and hear as clearly as me (Take it for granted)	● The second task was very successful and hard to complete and the first one I felt pushed to do harder so I did better ● How hard it is for people at school to do that or anywhere I go ● Now I'm not so sure ● It would be head to first day of school ● It would be very stressful getting through the day with visual or auditory impairment

Accessibility Student Forum
March 4, 2014
Student Feedback on Accessibility in Schools

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

TABLE 1:
- Someone with a (physical) disability would have a hard time participating in the gym. They may not be able to keep up with the other students and feel left out.
- Someone with a hearing disability might have problems during phys. ed or an assembly because the gym is a large area and the sounds echo, especially when lots of people speak at the same time.
- Someone with a developmental delay might not be able to participate fully in class because they don't fully understand the task.

TABLE 2:
- When in gym, someone with a physical disability sometimes cannot participate in the class activities.
- When doing written work, someone with a disability involving their hands cannot write and sometimes cannot get the help they desperately need.
- When people aren't able to participate in gym class because of a broken leg, broken arm…
- When people that have a broken leg, and they can't participate in a school sport that they enjoy being a part of, especially when they see other people (friends, classmates) that are able to participate.
- When people are in class or a computer lab and they are in a wheelchair, they're wheelchair can't fit properly at a desk, so they have to sit beside the desk to do their work.

TABLE 3:
- Physical Education - Example dodge ball
- Recess - with broken leg
- Field trips
- Track and field

TABLE 4:
- Track and Field because a student had an injury and could not participate.
- People that are a flight risk don't go out for recess.

TABLE 5:
- Broken leg in gym class.
- If people cannot read and we are doing reading stuff in the class and he or she cannot read.
- Challenges with reading.
- When people are not feeling well the pain can distract them from working.
- Some people using computer programs, for example Dragon, pick up background noise.

TABLE 6:
- If people are playing sports and somebody with a disability isn't able to participate.
- If you're doing an activity and you can't focus and you become frustrated from background noise.
- It's hard to participate in dodge ball at school if you have a wheelchair or have certain disabilities.
- School field trips can be hard to participate in depending on your disability or if you have a broken leg.

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

TABLE 1:
- A time when our school did a good job getting everyone involved is when we came together to have group activities. This gave us a chance to encourage each other and work as a team including all members.
- Our school did a good job of getting all the students involved on an activity day near the last day of school. On the activity day all the students participated in outdoor activities hosted by the Gr. 8 students.
- At track and field we had a separate part for people with disabilities so that they can participate too.
- Our school installed a wheelchair lift on a staircase.
- We retrofitted the school to include a huge accessible washroom.

TABLE 2:
- Every year at school (CTK) we participate in "Jump Rope for Heart" and not just some people participate, EVERYONE does! It gets our hearts moving and we have fun with everyone!
- At our school (St. Michael's School), every years in June, we have a 'Fun Day'. This is where every student goes outside and does different activities! All the students have a great time and we have fun in the warm sun!
- When schools have school spirit days, it involves everyone, and everyone enjoys seeing their friends dresses for the spirit day.
- When schools go to Muskoka Woods, they learn to work together, and everyone is involved in the activity.
- When we made a Muskoka Woods video for the theme confidence, everyone was involved in creating the video.

TABLE 3:
- Terry Fox Runs
- Spirit Days
- Mass/ assemblies
- Door knobs turned into door handles (making it more accessible)
- Ramps
- Handicap Button
- Muskoka Woods
- Saint Groups

TABLE 4:
- Grade 8 students put together a day that we have activities all day and then it gets everyone playing or doing something.
- Spirit Days - everybody has a chance

TABLE 5:
- School Spirit Days
- Terry Fox Run
- Track and Field Day
- School Assemblies
- Working
- Muskoka Woods
- Special different foods on special food days
- Ice skating and accommodating others by doing other activities as well
- Winter carnival
- Special days/events

TABLE 6:
- Grade seven and eight students at our school put together spirit days for the whole school and we make sure that everyone is participating and having fun, for example the winter Olympic games. The older students look after the younger ones.
- We have lots of many different sports teams and interest clubs for anyone that wants to participate.
- We also have younger buddies that we take under our wings and help them learn to read or write.
- We have monthly assemblies to see how our school community is doing.

QUESTION 3: How could our schools improve everyone's participation?

TABLE 1:
- As a school we could allow everyone to have an equal chance in all activities and we need to be aware of people's abilities and limits, so we are able to respect the wants and needs of others.
- They could make some activities more appealing/ interesting to students because some senior/ intermediate students think that they are too cool to do similar activities as primary students.
- Teach everyone about the individuals disability so that everyone can practise tolerance, as well as acceptance.

TABLE 2:
- Schools can start making different things/activities possible for people who have disabilities to do. As a known rule 'don't exclude' schools should make things able for students with disabilities to participate in. Even though it might seem difficult, maybe it's an activity that they enjoy to participate in.
- Schools could start making clubs for the disabled children enrolled in the school and have a fun time with them, organizing the activities they'd like to do with each other instead of it being with us because it's harder for them to participate in activities we do.
- Provide assistive technology for those who need it.
- BYOD
- Provide activities that demonstrate barriers so that we can simulate the difficulties

TABLE 3:
- Better Organization
- Technology to help, BYOD
- Water fountains/motion sensor sinks
- Lining on Pavement could be redone
- Playground equipment
- Microwaves for more options of lunches

TABLE 4:
- Things like PJ day, gum day, movie day, activity day, jersey day, and just small things like that because who does not want to wear their PJs to school. That is a good day because its there choice to wear PJs or not. Everyone can participate.

TABLE 5:
- Modify the rules so everyone can play.
- Making sure that everyone can go to events or compete or do the activities.
- Having wheelchair accessible buses.
- Having wheelchair accessible washrooms.
- Buttons for opening doors that are easy to access.

TABLE 6:
- Listen to those with needs ideas.
- Leaders could make sure that everyone participates and that no one gets left out.
- We could help and support everyone in the group. No put downs. Identify people's strength and make sure that they have something to do and feel like they are a part of the team.
- We could have different activities that everyone would enjoy, for example not just doing sports.
- An activity that would allow everyone in the school to participate such as watching Olympics all together.

Inclusionary Workshops for Board Employees 2013-2014
Submitted by the Special Education Team

Date	Target	Topic	Facilitator	Follow-up / Comments
August 19, 20, 21, 2013	Principals, Educational Assistants, Teachers, Special Education Staff, Program Resource Teachers (17 staff in all)	Geneva Summer Institute: Autism in the Classroom Functions of Behaviour Autism and Mental Health	Geneva Centre/Ministry of Education	
August 20, 21, 22, 2013	Educational Assistants	TEACCH Training	York Regional District School Board	Staff from George P. Vanier attended in support of a student
September 4, 2013	All Staff - St. Patrick Catholic High School, Sarnia	Non-Verbal Learning Disabilities/Asperger's Syndrome – Anxiety – Classroom Strategies to Support Students	Renee Zarebski	Possible follow up sessions
September 6, 2013 September 13, 2013 September 19, 2013	New Program Resource Teachers (PRT)	Orientation	Lisa Demers, Principal of Special Education, all Program Resource Consultants	An introduction to the key components of the PRT role was shared with the group over 3 half day sessions.
September 12, 2013	School Teams – Program Resource Teachers/Educational Assistants	Structured Learning Training	Jill DeMaeyer/TVCC	Supporting schools in the implementation of Structured Learning
October 2, 2013	School Staff – St. Agnes Catholic School	School Wide Positive Behaviour Support	Central Office Team (Renee Zarebski, Lynn Tourangeau, Jill DeMaeyer, Jennifer Morrow)	Initial Staff Meeting
October 17, 2013	Secondary Resource Staff	Challenging Behaviour with Dr. Melanie Kelly	St. Clair Tri-County Staff Development and Training	Support for students with excessive behaviours
October 21, 2013	Staff – St. Matthew Catholic School	Functions of Behaviour Training	Renee Zarebski	Support to Safe Schools Team

Inclusionary Workshops for Board Employees 2013-2014
Submitted by the Special Education Team

Date	Target	Topic	Facilitator	Follow-up / Comments
October 21, 22, 2013	Itinerant Staff – Lynn Tourangeau	Peer to Peer Support Training	Ministry of Education – Provincial Schools Branch	Support for Peer Mediated Instruction
October 24, 25, 2013	Special Education Central Staff, Autism Transitional Classroom	Autism Canada Conference - Webcast	Pathways Health Centre for Children	Various topics related to Autism
October 25, 2013	Program Resource Consultant, Principal, PRT, Classroom Teacher, Itinerant Child and Youth Worker, District Literacy-Numeracy Teacher	Coaching to Inclusion	Kerri Steel	Theme: "Inclusive Inquiry in the 21st Century Classroom". The "Champion of Inclusion" award was also celebrated with Andrea Keating, Classroom Teacher at St. Ursula Catholic School winning on behalf of SCCDSB.
October 29, 2013	School Tour	Visit to St. Joseph Catholic School, Chatham to observe School Wide Positive Behaviour Support by Toronto District School Board staff	School Wide Positive Behaviour Support Team – St. Joseph Central Office Positive Behaviour Support Team (Renee Zarebski, Lynn Tourangeau, Jill DeMaeyer, Jennifer Morrow)	Viewing school-wide positive behaviour support in action
October 31, 2013	Behaviour Support Team	Anxiety	Dr. Reid Wilson and Lynn Lyons	The speakers addressed "Treating Anxiety Disorders in Children and Adolescents: 7 Practical Strategies for School and Home".

Inclusionary Workshops for Board Employees 2013-2014
Submitted by the Special Education Team

Date	Target	Topic	Facilitator	Follow-up / Comments
November 4, 2013	All Staff Training - St. Joseph, Tilbury	Applied Behaviour Analysis and Functions of Behaviour	Central Positive Behaviour Support Team (Lynn Tourangeau, Renee Zarebski)	In support of launch of School Wide Positive Behaviour Support
November 5, 2013	All Staff Training - St. Agnes, Chatham	Applied Behaviour Analysis and Functions of Behavior	Central Positive Behaviour Support Team: (Renee Zarebski, Lynn Tourangeau, Jill DeMaeyer, Jennifer Morrow)	In support of launch of School Wide Positive Behaviour Support
November 8, 2013	Program Resource Consultant	Social Media and Sexual Violence	UWO Faculty of Education	The focus was on social media and sexual violence; understanding the links to students' mental health and well-being.
November 13, 2013	Child and Youth Workers and Social Workers	Self-Harm	Chatham-Kent Children's Services	The training provided tools for staff to work with children and youth who self-harm.
November 14, 2013 November 15, 2013	Program Resource Consultants	Special Education Regional Coordinators/Consultants Conference (SERCC)	District School Boards and the Ministry of Education	Presentations were shared with regard to self-regulation. Evidence-based research, practice and strategies used across the southwest region school boards were shared.
November 18, 2013	School Tour	Staff from Toronto DSB and the Geneva Centre – tour of St. Joseph Catholic School	Central Positive Behaviour Support Team: (Renee Zarebski, Lynn Tourangeau, Jill DeMaeyer, Jennifer Morrow)	Information on the implementation of School Wide Positive Behaviour Support (PBS)

Inclusionary Workshops for Board Employees 2013-2014
Submitted by the Special Education Team

Date	Target	Topic	Facilitator	Follow-up / Comments
November 25, 2013	All Staff Training - St. Joseph, Tilbury	Reinforcement	Central Positive Behaviour Support Team: (Renee Zarebski, Lynn Tourangeau, Jill DeMaeyer, Jennifer Morrow)	In support of launch of School Wide Positive Behaviour Support
November 26, 2013	All Staff Training - St. Agnes, Chatham	Reinforcement	Central Positive Behaviour Support Team: (Renee Zarebski, Lynn Tourangeau, Jill DeMaeyer, Jennifer Morrow)	In support of launch of School Wide Positive Behaviour Support
November 25, 2013	SEAC	Visual Supports	Jennifer Morrow Sara Vadovic	
November 27 - 29, 2013	Secondary Staff	Meeting the Diversity Challenge – Conference	Renee Zarebski/Secondary Teachers	Conference to support inclusion and differentiated instruction
November 27, 2013 December 4, 2013	All Staff - St. Joseph Catholic School, St. Agnes Catholic School, Chatham	Positive Behaviour Support (PBS)	Shannon Brown, CYW	
November 28, 2013	Consultant, Social Workers, Secondary Vice-Principals	Attendance and Student Engagement	Erin Fitzgerald, President of OACAS and Tony DiLena, Provincial Attendance Counsellor	Discussion was focused on student attendance and student engagement. Provincial regulations were highlighted regarding attendance. A panel discussion was held with different community supports and agencies.

Inclusionary Workshops for Board Employees 2013-2014
Submitted by the Special Education Team

Date	Target	Topic	Facilitator	Follow-up / Comments
December 5, 2013	Positive Behaviour Support Schools – St. Agnes, St. Elizabeth, St. Joseph Chatham, St. Joseph, Tilbury (Administrators, Teachers, EAs)	Positive Behaviour Support- Professional Learning Community	Central Positive Behaviour Support Team (Renee Zarebski, Lynn Tourangeau, Jill DeMaeyer, Jennifer Morrow), Shannon and LKDSB	Review of benchmarks and goal setting
December 10 -11, 2013 December 17 - 18, 2013	Program Resource Teachers, Speech Pathologists, Behaviour Team, Autism Team	Mental Health First Aid	Tim Charette from CMHA	The training taught an approach to help those in a mental health crisis in a calm and confident way. The participants learned how to respond in an appropriate way to give the best help.
January 13, 2014	Epilepsy Association of Chatham-Kent	IPRC and IEP Information	Lisa Thompson Power, Program Resource Consultant	The focus was on providing information on the IPRC process as practised in SCCDSB. Individual Education Plans were also discussed with regard to Ministry standards.

Inclusionary Workshops for Board Employees 2013-2014
Submitted by the Special Education Team

Date	Target	Topic	Facilitator	Follow-up / Comments
January 31, 2014	Educational Assistants	SMART Start (Safe Work Practices for Educational Assistants)	Jennyfer Payeur, School Boards' Cooperative Inc.	Training provided in safe work practices, e.g. awareness of health and safety; ergonomics and musculoskeletal disorders
		Employee and Family Assistance Program (EFAP)	Don Pitt, Family Counselling Centre Sarnia-Lambton; Jen Cordeiro, Family Counselling Centre, Chatham-Kent	Information provided on the programs offered through EFAP
		School Mental Health and Addictions Strategy; Anxiety	Beth Kuhn, Mental Health Lead, SCCDSB	Overview of the School Mental Health and Addictions Strategy; Strategies to Address Anxiety in Children
February 3, 2014	Student Support Service Team	Anxiety	Heather Carron Doyle, Itinerant CYW Behaviour Team and Jennifer Morrow, Program Resource Consultant	Information was shared from the conference attended where Dr. Reid Wilson and Lynn Lyons addressed 7 practical strategies for school and home to use with children and youth who experience anxiety.
February 3, 2014	Student Support Service Team Meeting	Decreasing Anxiety in Children and Adolescents: 7 Practical Strategies	Jennifer Morrow Heather Carron-Doyle	Practical strategies provided along with follow-up materials
February 11, 2014 April 4, 2014	Classroom Teachers, Educational Assistants – St. Joseph, Tilbury	Collaborative Problem Solving (CPS)	Heather Carron-Doyle Sara Vadovic Shannon Brown Daniella Mancusi	General overview of CPS with student specific ALSUP focus
February 20, 2014, March 26, 2014	Classroom Teachers, Educational Assistants (St. Agnes)	CPS	Sara Vadovic Lynn Tourangeau Shannon Brown	Provided general overview of CPS with two student specific ALSUP discussions

Inclusionary Workshops for Board Employees 2013-2014
Submitted by the Special Education Team

Date	Target	Topic	Facilitator	Follow-up / Comments
February 24, 2014	Program Resource Teachers	Decreasing Anxiety in Children and Adolescents: 7 Practical Strategies	Heather Carron Doyle, Itinerant CYW Behaviour Team and Jennifer Morrow, Program Resource Consultant	Information was shared from the conference attended where Dr. Reid Wilson and Lynn Lyons addressed 7 practical strategies for school and home to use with children and youth who experience anxiety.
February 24, 2014	Program Resource Teachers	Audiograms	Lauri Doig	Information was shared regarding how to read and interpret an audiogram for students who have hearing issues.
February 24, 2014	Program Resource Teachers	Functional Behaviour Assessments	Renee Zarebski	Information was shared regarding functional behavior assessments - what they are, how and why they are beneficial to use in working to understand behavior.
March 5, 2014	School Team - St. Joseph, Chatham	Self-Regulation	Shannon Brown Heather Carron-Doyle	Introduction to Self-Regulation and the first domain, Biological, including classroom/teacher strategies. Will cover the other 4 domains at subsequent staff meetings.
March 19, 2014 March 25, 2014	Child and Youth Worker and Behaviour Team	Fetal Alcohol Syndrome Disorder	St. Clair Child and Youth Centre – Dr. Clare Mitchell	The focus of the 2-part webinar was FASD for those who have an intermediate level of knowledge regarding the topic.
March 21, 2014	NTIP	Collaborative Problem Solving (CPS)	Heather Carron-Doyle Sara Vadovic Daniella Mancusi	General overview of CPS
April 2, 2014	School Team - St. Joseph, Chatham	Self-Regulation	Shannon Brown Heather Carron-Doyle	Introduction and discussion of classroom/teacher strategies for the next 2 domains

Inclusionary Workshops for Board Employees 2013-2014
Submitted by the Special Education Team

Date	Target	Topic	Facilitator	Follow-up / Comments
September 2013 - June 2014	Sessions Available to Staff in All Schools	NVCI	Lynne Bennett John Larsh	Non-Violent Crisis Intervention Training
September 2013 - June 2014	Students with Individual SEA Assistive Technology	Assistive Technology	Joan Martell, Itinerant Assistive Technology Teacher Jan Lemak, SEA Trainer	Training hours are provided to all students with SEA equipment. School staff and parents are encouraged to participate with the parent.
September 2013 - June 2014	School Teams (Program Resource Teachers, Classroom Teachers, Educational Assistants) and Students	Assistive Technology	Joan Martell, Itinerant Assistive Technology Teacher	On-going training sessions are provided across the System (e.g., Premier Suite, *Kurzweil*, *Dragon Naturally Speaking*, *Classroom Suite: Intellitools*, *Smart Board*, *Word Q*, *Clicker 5, Smart Ideas*)
September 2013 - June 2014	Parents	Assistive Technology	Joan Martell, Itinerant Assistive Technology Teacher	To provide a continuity of support for the exceptional learners in the school and home environments, training opportunities for parents on *Premier Suite* are available upon request by the individual school Principal. *The Premier at Home* link is available on the Board website. Parents of children with SEA funded assistive technology may request to attend their training sessions.

Professional Development Elementary and Secondary Board Employees 2013-2014
Submitted by: Brenda Courey, Assistant Superintendent

Date	Targets	Topics	Facilitators	Follow-up/Comments
Ongoing	FDK-12 Teachers involved in various board initiatives: Innovative Teaching Partners (ITP); History, Geography, Civics (HGC) curriculum implementation; Science Teaching Learning Team for the 21st Century (21C SLT); FNMI Group; Secondary Department Heads; Year 1-4 FDK, Documentation Network, Early Primary Collaborative Inquiry (EPCI); Collaborative Inquiry for Learning in Mathematics (CLIM); Cross-Panel Applied Mathematics.	Technology training using devices, 6C's of 21st Century thinking, differentiated instruction, using technology to revisit learning, inclusive learning strategies and universal design. Addressing the learning needs of the learner in applied courses. Academic conversations to enhance learning for all students	Brenda Courey Tamara Johnson Caroline VanRoestel-Seward Terri Sinasac Brenda Corchis Courtnee Goure	Ongoing PD for teachers in 21st Century learning/ teaching is offered to all learning teams and to individual teachers/groups of teachers. Many features on technological devices as well as 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	FDK-12 teachers	Blended Learning - using the provincial Learning Management System (LMS) which has a variety of tools for use as assistive technology and differentiated instruction	Michael Giroux	Meetings will continue until June 2014.
Ongoing	FDK-12 teachers	Google Apps for Education Training	Brenda Courey Tamara Johnson Caroline VanRoestel-Seward Terri Sinasac Brenda Corchis	Many features can be used as assistive technology and for differentiated instruction.

St. Clair Catholic District School Board
Accessibility Projects

Facility	Project Description	Cost	Completion Date
Ursuline College	Added 2 accessible sinks – special education	$3,200	Completed in 2010
	Installed auto opener & motion sensors to washroom	$5,000	Completed in 2012
Holy Family	Ramp, auto door opener at front entrance	$20,000	Completed in 2010
	Installed auto openers to front entrance	$2,500	Completed in 2011
Our Lady of Fatima	Installed auto openers	$3,600	Completed in 2010
St. Peter Canisius	Installed chair lift	$25,000	Completed in 2010
	Added barrier-free washroom	$30,000	Completed in 2013
Holy Trinity	New school – designed accessible		Completed in 2010
St. Matthew	New school – designed accessible		Completed in 2010
Holy Rosary	Installed auto openers to front entrance & barrier-free washroom	$7,500	Completed in 2011
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
Georges P. Vanier	Installed auto openers to front entrance	$2,500	Completed in 2011
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
St. Agnes	Installed auto openers to front entrance	$2,500	Completed in 2011
	Converted washroom to barrier-free	$7,600	Completed in 2013
St. Anne, Blenheim	Installed auto openers to front entrance	$2,500	Completed in 2011
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
St. Michael, Ridgetown	Installed auto openers to front entrance	$2,500	Completed in 2011
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
St. John Fisher	Boys & Girls washroom upgrade	$2,500	Completed in 2011
St. Philip	Installed auto openers to south entrance	$2,500	Completed in 2011
St. Elizabeth	Installed 2 sets of auto openers	$5,000	Completed in 2011
	Added barrier-free washroom	$30,000	Completed in 2013
St. Patrick's	Secondary School Addition & Renovation	$500,000	Completed in 2014

- 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

Summary of Community Partner Feedback

St. Clair Catholic District School Board
Accessibility Plan 2013 - 2014

Respondent Summary:

The Annual Accessibility Plan for 2013 - 2014 was sent to ten 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.

Although there were no suggestions made by the respondents for the Board's Annual Accessibility Plan for 2014 - 2015, the Executive Director of Community Living Wallaceburg commented, "We appreciate the ongoing efforts that the St. Clair Catholic District School Board is taking to improve accessibility and inclusive practices." Other respondents included the Canadian Mental Health Association Lambton-Kent and Community Living Chatham-Kent.