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 2015 - August 2016

St. Clair Catholic District School Board
Accessibility Working Group

Annual Accessibility Plan
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Executive Summary

The purpose of the *Ontarians with Disabilities Act, 2001* (ODA) is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers and to promote their full participation in the life of the province. 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 thirteenth 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 (2015-2016) 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 (2015-2016) 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 2014-2015

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: Self-Regulation; Positive Behaviour Support (PBS); Applied Behaviour Analysis; Functions of Behaviour; Structured Learning and Assistive Technology training. **See Appendix 4: Inclusionary Workshops for Board Employees 2014-2015**

- 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 a joint Educational Assistant Professional Development Day. Educational Assistants participated in sessions on Assistive Technology: A Personal Perspective with DJ Cunningham; Learning and Movement; Communication and Complicated Situations; as well as Anxiety in the Classroom.

- 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.

Attitudinal Barriers Cont'd Barriers That Will be Addressed in 2015-2016		
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 Mental Health Strategy and the Special Education and Student Services Goals 2015-2016	Ongoing throughout the year	Mental Health Lead; K-12 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	K-12 Special Education Team
● Maintain broad representation on the Accessibility Committee	Ongoing throughout the year	Superintendent of Education
● School climate surveys will be completed with students in grades 4 through 12 that will measure the culture of school environments (mental wellness, diversity, inclusivity, environmental supports). The information gathered will help to guide schools in the development of school improvement plans and the implementation of wellbeing initiatives.	Beginning in October 2015	Mental Health Lead; K-12 Special Education Team; School Administrators

Architectural and Physical Barriers Barriers That Were Addressed in 2014-2015
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 6: St Clair Catholic District School Board Accessibility Projects**

Barriers That Will be Addressed in 2015-2016
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
● 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)	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
● Facility Services has engaged the services of Randy Wilson Architects to review all of the Board's facilities. The accessibility information gathered will be incorporated into the Board's five year Capital Plan.	Ongoing throughout the year	Facility Services

Technological Barriers
Barriers That Were Addressed in 2014-2015

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); and,
  ○ *Worksheet Wizard*
  ○ *Read and Write for Google*.

● The Program Resource Teacher as well as the Itinerant Assistive Technology Teacher continue to provide 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 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* and *Wordsheet Wizard* 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* has been distributed 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 5: Professional Development Elementary and Secondary Board Employees 2014-2015

Technological Barriers Cont'd
Barriers That Will be Addressed in 2015-2016

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*, *Read & Write for Google*	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. Training will also be offered to Grade 2 and Grade 5 classroom teachers and students upon request.	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 Team
● Continue to implement the 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	Special Education and Information Services Teams

Information and Communication Barriers
Barriers That Were Addressed in 2014-2015

Objective: Maximize access for all staff and students to technology based learning resources.

Summary of Strategies to Remove Barrier:

● Leveraged the Board's Google domain (SCCDSB.net) to provide staff and students 24/7 access to relevant learning resources
● Ensured resources are available and easily accessible in a mobile format
● Identified software that can be virtualized and licensed for both in-school and at-home use (24/7 access)
● Provided professional learning opportunities focused on hardware and software use

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
● Worked collaboratively with Special Education team to identify and deploy accessibility software across the Board's Google Domain (SCCDSB.net) to both the Admin and Academic networks

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

Summary of Strategies to Remove Barrier:

● Continued deployment of new technologies
● Augmentation of technology available to secondary students' Communication Technology programs
● Continued 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

Information and Communication Barriers cont'd Barriers That Will be Addressed in 2015-2016		

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

Strategy	Timeline	Responsibility
● Execute stage II of WIFI Expansion Project to move to one access point (AP) per classroom	Ongoing throughout the year	Information Services Team
● 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
● Review software images and incorporate changes identified to improve boot-up times, efficiency and to modernize options for learners and staff	September 2015	Information Services Team
● Adapt systems to provide in-class experiences to students from outside the school	Ongoing throughout the year	Information Services Team

Objective: All students should be able 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, Special Education Teams

Policy Barriers
Barriers That Were Addressed in 2014-2015

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 2015-2016

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 2014 - 2015

Ann Sutton, Superintendent of Education
Stephen DeGurse (Chair), Principal
Christine Lambert, Principal
Julie Knight, Principal
Liz Bujaki, Vice-Principal
Sherrie Daudlin, Vice-Principal
Karen Dolson, Manager - Planning Services
Patricia Leblanc-Jaeger, Manager - Information Services
Tony Montanino, Manager - Facility Services
Lisa Burden, Safety and Disability Administrator
Janet Boyle, Consultant - Program Resource
Jennifer Morrow, Consultant - Program Resource
Tamara Johnson, Student Achievement Teacher - 21st Century Learning

MEDIA RELEASE:
FOR IMMEDIATE RELEASE

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

Wednesday, March 11, 2015

STUDENT FORUM TO PROVIDE INPUT INTO DEVELOPMENT OF ST. CLAIR CATHOLIC'S ANNUAL ACCESSIBILITY PLAN

Students from across the district will gather at Holy Family Catholic School in Wallaceburg tomorrow to provide input into the development of the St. Clair Catholic District School Board's Annual Accessibility Plan.

The plan is reviewed annually, as required by the *Ontarians with Disabilities Act*. The purpose of the review is look for ways to improve opportunities for persons with disabilities. The act also provides 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.

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.

The guest speaker at this year's Student Forum will be D.J. Cunningham, who is CEO of *LEARNstyle Ltd.*, a company which seeks to empower all types of learners and to improve the educational opportunities through the use of technology. Mr. Cunningham was diagnosed with a learning disability in Grade 4.

"D.J.'s personal story is powerful," says Steve DeGurse, Principal of St. John Fisher Catholic School in Forest and Chair of the Working Group for the Annual Accessibility Plan. "We look forward to having him share his journey and the story of his ultimate success with our students."

"This student consultation is an important step in the development of our annual plan," says Dan Parr, Director of Education. "We look forward to the valuable input our students will provide."

The Student Forum will be held from 10:00 a.m. until 12:45 p.m. on Thursday, March 12, 2015 at Holy Family Catholic School, 649 Murray Street, Wallaceburg. Members of the media are welcome.

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Annual Accessibility Plan - Student Forum
St. Clair Catholic District School Board
Date: Thursday, March 12th, 2014
Location: Holy Family Catholic School, Wallaceburg
Time: 10:00 a.m. – 1:00 p.m.

1. Arrival and Grouping of Students (10:00 to 10:15)
    ● Students will be put into working groups as they arrive
    ● "Getting to Know You Activity" led by Christine Lambert, Liz Bujaki and Sherrie Daudlin

2. Welcome / Opening Prayer / Types of Barriers (10:15 to 10:25)
    ● Stephen DeGurse, Cindy Waddick and Lisa Burden/Christine Lambert

3. Guest Speaker for our Focus Group Session (10:25 to 11:45)
    ● Janet Boyle to introduce and Julie Knight/Karen Dolson thank Guest Speaker –DJ Cunningham

4. Lunch and Interactive Feedback (11:45 to 1:00)
    ● Stephen DeGurse and Patricia Leblanc-Jaeger

"Tell us about a time it was difficult for someone to participate fully."
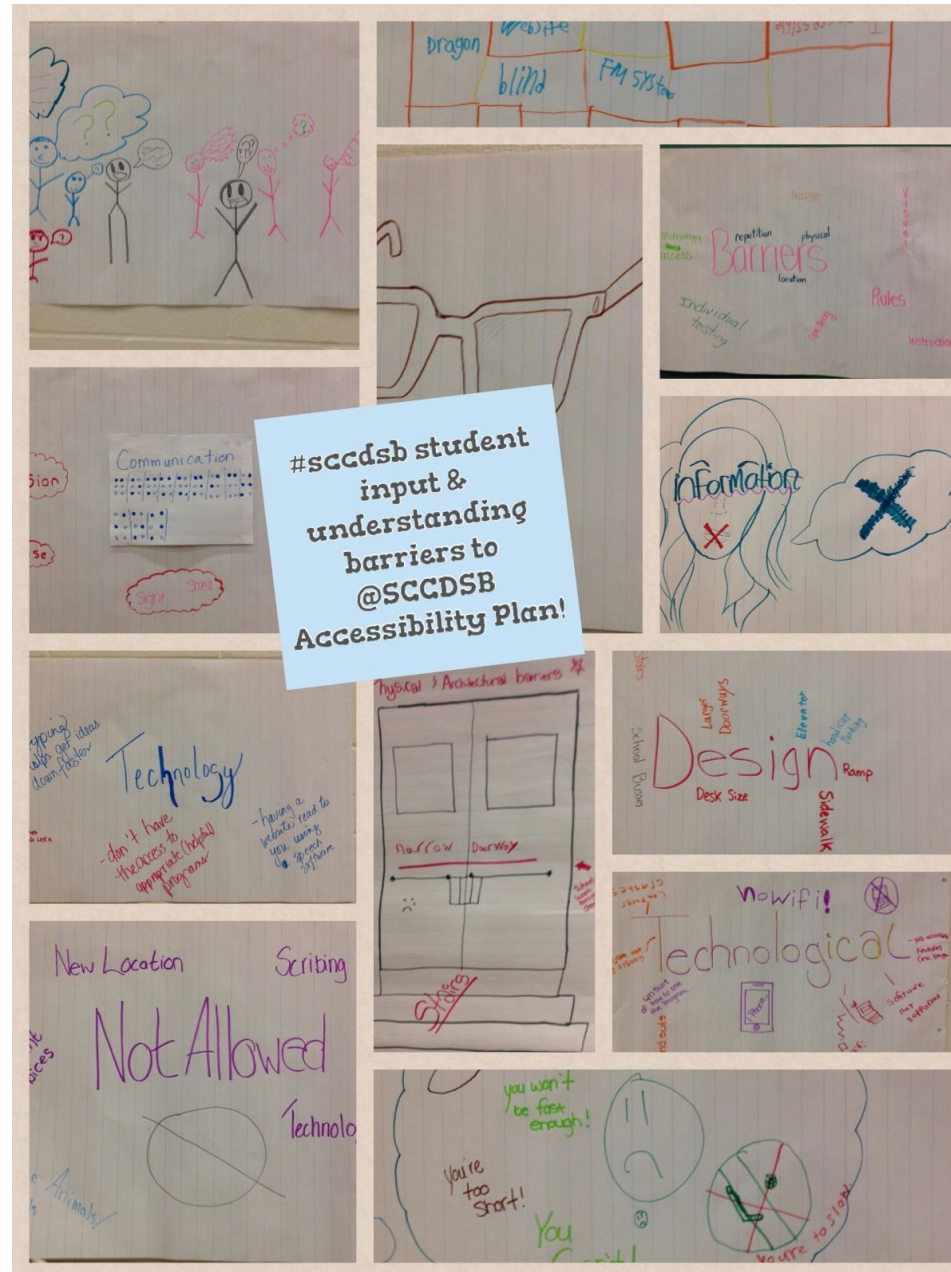
"Tell us about a time your school did a good job at getting everyone involved."

"How could our schools improve everyone's participation?"

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5. Thank You and Closing Thoughts
    ● Stephen DeGurse

Accessibility Student Forum, March 12, 2015
Student Feedback on Accessibility in Schools

Student Feedback from Interactive Exercise:

QUESTION 1: Tell us about a time it was difficult for someone to participate fully. (unedited elementary and secondary student responses)

Table 1:
- If someone can't go as fast as the rest of the class;
- carry technology from class to class
- Putting chromebooks in classrooms
- Making the the technology smaller

Table 2:
- When someone with glasses was put in the back
- Playing basketball in gym class and a student couldn't participate (Student with a cast)
- In phys. ed class a student with a physical disability participate in a game with a "power" such as they must be tagged twice instead of once
- In the beep test during phys.ed a student with physical disabilities gets a break

Table 3:
- When the text was to hard to read and or wright

Table 4:
- When a student with a physical difficulty was worried about participating in the Muskoka experience
- Some games in physical education can make it difficult for everyone to participate fully
- If a student has a difficulty reading or writing they may need assistive technology that is not easily accessible
- Wet floors: not enough mats for students who may be on crutches

Table 5:
- Some kids may have wheelchairs, so it might be harder for them to participate, especially on the grass at school.
- When kids in wheelchairs try to get through doors, it may break the controls, so that you get stuck.
- Kids with special needs, may have to get help going through doors, or activities during physical education.

Table 6:
- an ill classmate who can't participate fully in gym
- playing basketball - those who disability in their legs or mobility can't run around
- in history - you can't study for tests if you can't read the textbook - there's no way of having the textbook read to you
- sometimes in group work discussions people won't give their ideas because they are embarassed in case people make fun of their ideas
- in art - if you can't hold a pencil or paintbrush properly

Table 7:
- If someone has an injury (broke their arm)
- When the wi-fi is hard to access (having to move around to find a signal)
- When people aren't able to see presentations in larger spaced areas (in the gym)

Table 8:
- an injury,
- when someone can not see the board
- technology
- proprer attire

Table 9:
- a student in a wheelchair could not participate fully on a field trip, due to muddy conditions. The team building activities were not accesible to wheelchairs
- During presentations its hard to hear

Table 10:
- mass at church for a student in a wheel chair - the church has many steps and she has to be carried
- when a student had a broken arm, they couldn't participate fully - we should have made adjustments
- there are times when those with exceptionalities should pick the games

Table 11:
- a student lost/broke her glasses
- a student with a broken leg couldn't participate in gym, hard to play outside, to get around on uneven ground, hard to hang out with friends, had to go home some days,
- sometimes its hard to understand someone with an accent so you can't answer their questions (e.g., our Priest)

- people are left out of a group because (Maybe they don't want to be, or they have a physical disability, academic differences, not interested in the same things)
- people don't try at things because their friends might do way better than them (e.g., beat test)

Table 12:
- Field trips e.g. skating for those who have physical disabilities, broken limb
- leave people out because they don't fit into the group
- if the stage didn't have a ramp there would need to be a modification to allow everyone to participate in drama/ activities.
- difficult to see when glasses were broken and not able to replace them quickly

Table 13:
- When a student at our table had a broken wrist she was unable to participate in her favourite sports, and in fact, made most of her subjects and tasks more difficult.

Table 14:
- When the classroom is too loud for me to concentrate and everyone blames that its loud on my when I haven't been talking
- Steps to the school kept a wheelchair student from easily entering

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

Table 1:
- We have the PEOPEL Program in our high school where senior students are paired with our students with Special Needs. The seniors ensure that their partners are involved and active in as many school events as possible.
- Chrome books have been purchased and are being put in most classrooms

Table 2:
- During our play days we match older students with younger students
- during play days we move the lines to make it easier for students with disabilities to do well
- all students have access to technology and programs with byod
- everyone has access to bathrooms
- handicap bus provided for students to get to school
- ramp to back yard and entry to school
- help students to understand learn in difficult ways
- use of smart board and doc cameras for visual and kinethetic learners
- ear plugs and hush puppies on chairs to help decrease background noise
- classroom set up in groups helps those with sensory disabilities
- microphones in each class

Table 3:
- Family groups, assemblies, staff against stundtes
- students ideas, giving choices

Table 4:
- 100 minutes of physical activity everyone is included and we make accommodations for everyone grouped in school famillies
- Good News assemblies were different skills are honoured
- Leadership Teams
- Handicap parking
- Automatic door and easy access
- School is all on one floor
- We have a resource team that works closely teachers and students
- Tech expert come and teach Word Q and Google Read and Write
- Carnaval - everyone participated
- Terry Fox run

Table 5:
- We have ramps to go into our school, so that kids in wheelchairs can get in and out of the building easily.
- We are saving up pop tabs to get a student a new wheelchair.
- We had a picnic on the beach, and everyone was involved.

Table 6:
- dance-a-thon - everyone can participate according to their own comfort level
- Terry Fox run
- school families - you are in groups and you can help each other
- use of computer to help with reading and writing activities.
- carrying backpacks for students or holding doors open who have mobility issues
- cross country because everyone could participate
- school track meet
- school teams
- Water day, winter carnival, letters to the soldiers, grade 8 carnival
- Jump Rope for Heart

Table 7:
- Using technology (iPad) to allows kids to see presenters through the screen
- In school track and field day - ensuring all students are able to participate even if they're not running
- Using peer buddies to help kids who have difficulty

Table 8:
- mass,
- terry fox run,
- spirit club,
- magazine drive
- ,play day,
- assemblies
- reading buddies

Table 9:
- Parents, grandparents, and community members are included in school Mass, and assemblies
- Field Trips where everyone is involved
- Activities like spirit days, walk-a-thons, and jaga dances
- automatic doors, no stairs
- Special equipment for students that need it

Table 10:
- spirit days, track and field with other extra activities included
- during family activities and assemblies
- PBS activities for the whole school

Table 11:
- School Families
- All students were taught and a visual of how to do the WE Dance
- Track and Field - everyone gets a chance to participate at school regardless of their skill
- Fun Days/Play Day - Cooperative games that everyone participates in
- Christmas Luncheons, Christmas concert involving all students
- Breakfast Clubs and Nutrition Programs
- Social Justice Teams/ME to We Clubs
- Groupwork
- Technology can get everyone involved - educreations makes it easier to present, siri on iPads, you can just speak into it, BYOD iPods with google docs, Chromebooks, Doc Cams allow everyone to see, and you zoom in, Smartboards, fm systems,

Table 12:
- play days allows everyone to participate in some way
- pep rallies for track and field or other sports
- Muskoka Woods allowed everyone to participate in some way
- Boler Mountain ski trip has an accessible program for any student with physical or mental difference

Table 13:
- Our schools' Play Days and Christmas concerts are accessible to all.
- Planning is done well ahead of time to make sure that students of all differing abilities are included.

Table 14:
- good news assembly and different programs at school
- school families insure that all classes and students are involved in activities, assemblies and Mass

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

Table 1:
- Offer inclusive activities during lunch time so that students who can't stay after school can take part
- Train staff in all of the apps and software that are available so that all students can participate in class fully with the use of technology like the ones the guest speaker spoke of
- Lancerlink program links older students with Gr. 9's to ensure an easier transition into high school
- Having the class sets of Chromebooks for all students to use helps so that individuals needing technology aren't centered out

Table 2:
- offering other activities and clubs that enable students with disabilities to participate more often
- more access to current technologies that would allow students communicate more easily
- have ramps in the entrances and automatic door openings that are at the appropriate level to improve accessibility
- improved wifi so that students who rely on technology do not lose their work

Table 3:
- student responses not recorded

Table 4:
- eText books
- More workshops on easily accessible tech
- Look at classroom doorways in older schools to make sure they are wide enough
- Water fountains not accessible to everyone
- Making sure that all clubs are physically accessible to students

Table 5:
- We could encourage everyone to keep trying, and not to ever give up.
- Add some more special activities, to get people involved.
- Give kids that need extra help, the help that they need.

Table 6:
- do more activities as a school
- use technology in the classrooms, like chromebooks, BYOD
- Keep the learning at the level of the student
- make history and other subjects at the level of all students

Table 7:
- Insuring that all classes form a certain grade up are allowed to participate in BYOD
- More use of blended so kids can access activities at home
- More extracurricular activities to engage our primary students
- Encourage other extracurricular activities other than sports (Robotics league, photography club, dance team)

Table 8:
- byod
- vegetarian food on food days
- topics or activities that interest the students
- several accessibility entrances for everyone

Table 9:
- Being aware of students strengths and weaknesses, so that everyone can participate
- Student presentations on accepting others, liturgy

Table 10:
- make sure all entrances are accessible
- use our elevator more - for our needy students
- our stage with a ramp for wheelchairs
- allowing peer mentoring during classtime to help other students
- understanding our learning styles and how we learn

Table 11:
- Make a reward at the end
- more use of technology - access for all students
- different types of activities to appeal to all students learning styles
- allow more options

Table 12:
- having a safe space for students to go if they need quiet time
- giving more access to voice output technology for non-verbal students; giving them the chance to speak for themselves.
- making the washrooms more accessible for all students and quicker to access (the accessible washroom is on one side of the school and is hard to get to for all students)
- Having access to Braille or e-textbooks if there is a need

Table 13:
- We should have training for all staff and students on the assistive technologies that are available.
- That way all staff and students will/should be more tolerant and understanding of students who are utilizing them.

Table 14:
- more school family activities
- better technology for all students, even very young students
- different kinds of setting

Inclusionary Workshops for Board Employees 2014-2015
Submitted by the Special Education Team

Date	Target	Topic	Facilitator	Follow-up / Comments
August 21 and 22, 2014	Program Resource Teachers; 1 Elementary Principal	Geneva Summer Institute: Applied Behaviour Analysis/ Autism in the Classroom	Geneva Centre/ Ministry of Education	Introduction to Applied Behaviour Analysis (ABA) concepts.
August 27, 2014	Program Resource Consultants	LD at School	Ministry of Education and LDAO	The conference looked at learning disabilities historically and in today's educational settings.
September 2014 – June 2015	Program Resource Teachers	Applied Behaviour Analysis for Educators	Geneva Centre/ Ministry of Education	On-line modules completed at teachers pace; each educator will receive a certificate of completion once all modules have been submitted
September 5, 2014, September 12, 2014, November 14, 2014, January 23, 2015, April 23,2015	New Program Resource Teachers (PRT's)	Orientation	Principal of Special Education and all Program Resource Consultants	An introduction to the key components of the PRT role was shared with the group over half day sessions spread throughout the year.
September 10, 2014	Child and Youth Workers, Social Workers, Behaviour Support Team	School Wide Positive Behaviour Support	Jen Morrow, Jill DeMaeyer, Lynn Tourangeau	Overview of PBS principles so that SSST can provide on-going support to PBS schools
September 17, 2014	Program Resource Teachers	School Wide Positive Behaviour Support	Jen Morrow, Jill DeMaeyer, Lynn Tourangeau	Overview of PBS
September 17, 2014	Program Resource Teachers	Match, Select, Name	Sara Vadovic, Shawn Christensen	A whole word reading strategy that is beneficial for struggling readers that have good visual memory skills.
September 17, 2014, December 3, 2014, February 25, 2015, May 13, 2015	Program Resource Teachers	Professional Development	All Program Resource Consultants, District Literacy & Numeracy Teachers, Central Office Staff	Professional development specific to the PRT role is provided to the group as a whole, on four days spread throughout the year.
September 25, 2014	Program Resource Teacher, St. Michael Ridgetown	Match, Select, Name	Sara Vadovic	
September 24, 2014	Teachers, School Support Staff, Parents	Hearing Awareness Workshop	Ontario Provincial Deaf Schools	Annual workshop

September 26, 2014	Program Resource Teachers, St. Anne Blenheim	Match, Select, Name	Sara Vadovic	
October 1, 2014	St. Elizabeth School Team – Principal, Classroom Teachers, Program Resource Teacher, Educational Assistants, Custodian, Secretarial Staff	Introduction to School Wide Positive Behaviour Support	Jen Morrow, Lynn Tourangeau	Initial Staff meeting
October 7, 8, 16 and 21, 2014 November 13 and 14, 2014 February 5 and 12, 2015 April 8, 22 and 23, 2015 May 8, 2015	Emergency Response Team members from various schools.	Non-Violent Crisis Intervention Full Training	Lynne Ducharme John Larsh	
October, November 2014	Teachers of the Deaf	Cochlear Implants	Cochlear (UWO London Audiology)	Assists students in SCCDSB with cochlear implants
October, November 2014	Professionals working with Deaf/Hard of Hearing communities	Mental Health Issues	Regional Mental Health Centre, London	Referral services for students and families
October 8, 2014	St. Agnes School Team – Principal, Classroom Teachers, Program Resource Teacher, Educational Assistants	School Wide Positive Behaviour Support Booster training	Jen Morrow, Lynn Tourangeau, Jill DeMaeyer	
October 10, 2014	St. Joseph, Corunna - Classroom teacher, Program Resource Teacher, Educational Assistants	HELP (Hawaii Early Learning Profile) training	Lynn Tourangeau	Support school in the administration and interpretation of HELP
October 22, 2014	St. Ursula – Classroom Teachers, Principal, Educational Assistants, Program Resource Teachers	School Wide Positive Behaviour Support Overview	Jen Morrow, Lynn Tourangeau	Overview of PBS principles to support teachers in classroom implementation
October 23, 24 2014	Secondary Program Resource Teachers, Autism Support Team, Autism Classroom Teacher	Geneva Autism Symposium	A variety of speakers, including Temple Grandin	Geneva Centre for Autism has been hosting this pre-eminent international conference on autism, bringing together professionals, educators, parents and researchers from around the world, and focusing on the leading research and clinical practices in the field of autism.

Date	Audience	Topic	Presenter	Notes
October 24, 2014	Classroom Teachers, Educational Assistants, Early Childhood Educators	Positive classroom and Behaviour Strategies	Shannon Brown and Lenora Cavacas	Practical strategies provided as well as materials and visuals.
October 24, 2014	Early Years Teachers	Self-Regulation	Daniella Mancusi	Provided two - one hour professional development sessions. Focus was on connecting best practice to current Ministry of Education documents, including "How Does Learning Happen" and "The Full Day Kindergarten Program"
October 24, 2014	Program Resource Consultant, Vice Principal, Program Resource Teachers, Classroom Teacher, Educational Assistants	Coaching to Inclusion	Donna McGhie Richmond	Associate Professor of Education, University of Victoria BC and Research Associate of the Canadian Research Centre on Inclusive Education shared information as the keynote. The "Champion of Inclusion" award was also celebrated with a team of EAs and a PRT at Holy Trinity Catholic School winning on behalf of SCCDSB.
October 24, 2014	Educational Assistants, Classroom Teachers	Match, Select, Name	Sara Vadovic	
October 30, 2014	Ursuline College, The Pines – Student Success Team (PRT, VPs, Teachers)	Transitional Age Youth Supports and Services	Jen Morrow	Overview of services available for youth with developmental disabilities age 18 years +
October, November 2014; February 2015	Teachers, Parents	Classroom Support/Consultations	Provincial Deaf Schools	St. Anne, Blenheim Sacred Heart, Port Lambton
November 2014	Students and Teachers	Personal FM Systems,, Set-up and Patching	Oticon Canada	Technical support
November 2014	Mental Health Professionals	Mental Health Services for Deaf/Hard of Hearing	Canadian Hearing Society - CONNECT	Community partners
November 5, 2014	St. Matthew – Classroom Teacher, Educational Assistants, Program Resource Teacher	Structured Learning	Jen Morrow, Lynn Tourangeau	Programming strategies for students sharing support within the same classroom
November 11, 2014	Program Resource Teachers, Good Shepherd, Thamesville	Match, Select, Name	Sara Vadovic	
November 20, 2014	St. Michael Bright's Grove – Classroom Teacher, Educational Assistants, Program Resource Teacher	Functions of Behaviour	Jennifer Klaudi, TVCC; Jill DeMaeyer	Support for students with ASD that have been exhibiting challenging behaviour

November 20, 2014	Program Resource Consultant	FSL for All	Ministry of Education	The session was to review the new draft document for all French as a Second Language programs across the province.
November 20, 2014	St. Joseph Corunna – Classroom teacher, Program Resource Teacher	Peer Awareness/ Peer Mediation	Jen Morrow, Lynn Tourangeau	Supporting staff in the use of "Stay, Play, Talk" Peer Mediation program
November 21, 2014	Educational Assistants	Mental Health: Anxiety in the Classroom	Lori Brush, Mental Health Lead, LKDSB	Introduced the Ministry resource Supporting Minds: *An Educator's Guide to Promoting Student's Mental Health and Well Being*
		Assistive Technology: A Personal Perspective	DJ Cunningham, CEO LEARNstyle Ltd.	DJ Cunningham discussed the impact of people, self-awareness and technology on his eventual success.
		Communication and Complex Situations	Jen Cordeiro, EAP Coordinator and Program Developer, Family Counselling Centre	Discussion of how all complex situations include dealing with people and how communication or miscommunication is embraced
		Learning and Movement	Itinerant Phys. Ed. Teachers	Provided cross-curricular activities that could be used to address the needs of a kinesthetic learner
November 24, 2014	Special Education Advisory Committee (SEAC)	Self-Regulation	Daniella Mancusi	Presented current best practice in the area of self-regulation
November 25, 2014	Positive Behaviour Support Schools – St. Agnes, St. Elizabeth, Holy Family, St. Joseph Chatham, St. Joseph Tilbury (Administrators, Teachers, Eas)	Positive Behaviour Support Professional Learning Community	Central Positive Behaviour Support Team (Jen Morrow, Jill DeMaeyer, Lynn Tourangeau, Shannon Brown) and LKDSB PBS consultant	Review of benchmarks and goal settings
November 27 and 28, 2014	Program Resource Consultants	Special Education Regional Coordinators/Consultants Conference (SERCC)	District School Boards and the Ministry of Education	Presentations were shared with regard to transitions at all levels. Evidence-based research, practice and strategies used across the southwest region school boards were shared.

November 28, 2014 December 2, 2015 April 10 and 16, 2015	Certified Emergency Response Team members and/or EA's nearing the expiry date of their certification.	NVCI-ASD Training	John Larsh	Suited for staff working with a student on the Autism Spectrum.
December 2, 2014	St. Elizabeth School Team – Principal, Classroom Teachers, Program Resource Teacher, Educational Assistants, Custodian, Secretarial Staff	Applied Behaviour Analysis and Functions of Behaviour	Jen Morrow, Lynn Tourangeau	In support of launch of School Wide Positive Behaviour Support
December 3, 2014	Program Resource Consultants, Child and Youth Workers, Social Workers, Speech Language Pathologists, Autism Team, Behaviour Team	PRT Meeting on Self-Regulation and Emotional Control	Patti McGillvray	Evidence-based research, practice and strategies were shared with the group.
December 9, 2014	St. Elizabeth School Team – Principal, Classroom Teachers, Program Resource Teacher, Educational Assistants, Custodian, Secretarial Staff	Reinforcement	Jen Morrow, Lynn Tourangeau	In support of launch of School Wide Positive Behaviour Support
December 12, 2014	Holy Family – Classroom Teacher, Program Resource Teacher, Educational Assistants	HELP (Hawaii Early Learning Profile) training	Lynn Tourangeau, Sara Vadovic	Supporting staff in the administration of HELP
January 2015	St. Ursula classroom students, teacher and EA's	Zones of Regulation Program	Lenora Cavacas, Heather Carron-Doyle	
January 23, 2015	Program Resource Teachers (new PRT orientation; also included other PRTs interested in presentation)	Structured Learning and HELP (Hawaii Early Learning Profile) training	Jen Morrow, Lynn Tourangeau, Sara Vadovic	Supporting schools in the administration of HELP and in the implementation of Structured Learning
January 29, 2015	Program Resource Teacher - St. Ursula	Match, Select, Name	Sara Vadovic	
January-February 2015	Holy Family classroom students, teacher and EA's	Zones of Regulation Program	Sara Vadovic, Heather Carron-Doyle	
January-February 2015	Professionals working with Deaf/Hard of Hearing communities	Mental Health Issues	Regional Mental Health Centre, London	Referral services for students and families
February 21, 2015	Early Years Educators and Teachers from across the community	Self-Regulation and Mental Health	Daniella Mancusi	Provided three – 45 min. sessions to participants. Focus was on supporting social/emotional learning and building relationships to promote self-regulation. Also

				included practical strategies, such as visual supports.
February 23 and March 10, 2015	Grade 10 applied teachers from various subject areas	21st Century Learning for All	Caroline VanRoestel-Seward, Tamara Johnston, Jen Morrow, Joan Martell	Supporting teachers in creating deep learning tasks that leverage digital tools in order to increase student engagement and improve student achievement.
February 25, 2015	Program Resource Teachers	Zones of Regulation	S. Vadovic, H. Carron-Doyle, Daniella Mancusi	In-serviced PRT's on Zones of Regulation program.
February 25, 2015	Program Resource Teachers	Match Select Name, Part 2	Sara Vadovic	This was the follow up/second part to September presentation
March 5, 2015	Student Support Services Team, Behaviour Support Team, Secondary Admin	Attendance & Student Engagement	Tony Dilena	Discussion was focused on student attendance and student engagement. Provincial regulations were highlighted regarding attendance.
March 27, 2015	Special Education Consultant, Teacher of the Deaf and Hard of Hearing	FM Technology for Hard of Hearing and CAP Students	Paul Toner, Simeon Canada	Updates on technology
March 11, 2015	St. Joseph, Tilbury – FDK Classroom Teacher, ECE, EA's	Alert Program and Zones of Regulation	Shannon Brown	General overview of the Zones of Regulation programs
March 2015	Community Partners	Educational FM Options	Peter Stelmacovich, Phonak Canada	Technical support
March 2015	Student	Personal FM Trial	Phonak Canada	Trial with FM system
April 2015	Student, Staff	CONNECT Counselling	CONNECT Counsellor	Ongoing one-to-one counselling
April 1 and May 6, 2015	St. Joseph, Tilbury – all staff	Self-Regulation	Shannon Brown	Introduction to self-regulation
April 15 and 16, 2015	Christ the King – all staff including classroom teachers, EA's, Principal, VP, Itinerant staff	Collaborative and Proactive Solutions (CPS)	Sara Vadovic, Heather Carron-Doyle	General overview of CPS with student specific ALSUP focus
May 2015	St. Vincent Parent Council	Children and Stress	Sara Vadovic, Heather Carron-Doyle and/or Christine Preece	
May 14, 2015	Positive Behaviour Support Schools – St. Agnes, St. Elizabeth, Holy Family, St. Joseph Chatham, St. Joseph Tilbury (Administrators, Teachers, EAs)	Positive Behaviour Support Professional Learning Community	Central Positive Behaviour Support Team (Jen Morrow, Jill DeMaeyer, Lynn Tourangeau, Shannon Brown) and LKDSB PBS consultant	Presentations from Chicago, IL schools that have experienced great success with School Wide PBS; Review of benchmarks and goal settings
June 2015	Professionals working with Deaf/Hard of Hearing	Wellness/Mental Health	Canadian Hearing Society, Windsor	Community partners

June 2015	Mental Health Professionals	Mental Health and Disabilities	Chatham Public Library	Community partners
September 2014 - June 2015	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 2014 - June 2015	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, Read & Write for Google*)
September 2014 - June 2015	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. *Read & Write for Google* is 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.

Professional Development Elementary and Secondary Board Employees 2014-2015
Submitted by Brenda Courey, Assistant Superintendent

Appendix 5

Date	Targets	Topics	Facilitators	Follow-up/Comments
Ongoing	K-12 Teachers involved in board initiatives e.g.: New Pedagogies for Deep Learning, 21st Century; Learning For All (teachers of applied courses); Innovative Teaching Partnerships (ITP); Physical Education curriculum implementation; Creating Pathways to Success Portfolio Pilot group; FNMI group; secondary department heads; Professional Learning Cycle Groups (secondary) year 1-6 FDK, documentation network, EPCI (early primary collaborative inquiry), CLIM (collaborative inquiry for learning in mathematics)	Technology training in using devices, 6Cs of 21st Century thinking; differentiated instruction; using technology to enhance learning; inclusive learning strategies; universal design. Rich task design that reflect the global/digital age that we live in today. Growth mindset to achieve the highest levels of appropriate educational and personal development. Addressing the learning needs of the learner in applied courses. Academic conversations to enhance learning for all students. Creating Pathways to Success for all learners to prepare learners for practical success.	Brenda Courey Tamara Johnson Caroline VanRoestel-Seward Terri Sinasac Brenda Corchis Courtnee Goure Chris St. Amand Michael Giroux	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 devices and in apps and programs can be used as assistive technology and for differentiated instruction. More cross panel classroom visits and PD opportunities will be provided for Grade 7-10 teachers for shared learning.
Several Meetings	K-12 teachers	Blended Learning- using the provincial LMS (learning management system) which has a variety of tools for use as assistive technology and differentiated instruction	Michael Giroux	Meetings will continue until June.
Ongoing	K-12 teachers	Google Apps for Education Training and use of BYOD.	Brenda Courey Tamara Johnson Caroline VanRoestel-Seward Terri Sinasac Brenda Corchis Michael Giroux	Many features can be used as assistive technology and for differentiated instruction.

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

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		
St. Agnes	Construct a barrier-free washrooms c/w tracking system	$20,000	Completed in 2015
St. John Fisher	Construct a barrier-free washroom		
	Add entrance opener to front entrance door	$200,000	Completed in 2015
	Add designated parking spaces and proper walkways		
	Add access ramp to rear yard		
St. Michael, Ridgetown	Add barrier-free washroom	$25,000	Completed in 2015

Summary of Community Partner Feedback

Respondent Summary:

The Annual Accessibility Plan for 2014 - 2015 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 specific suggestions made by the respondents for the Board's Annual Accessibility Plan for 2015 - 2016, there were several positive general comments. The Executive Director of Community Living Chatham-Kent commented, "The progress identified in your Annual Accessibility Plan certainly affirms your commitment to an inclusive school system." The Executive Director of the Children's Treatment Centre of Chatham-Kent indicated, "This is a very strong plan and it demonstrates the great emphasis the Board has placed on accessibility. The content and process utilized serves as an excellent role model for local agencies."   The Chief Executive Officer of Erie St. Clair CCAC described the document as an "excellent and fulsome Accessibility Plan." Other respondents included Chatham-Kent Children's Services and the Family Counselling Centre, Sarnia.