



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 2011 - August 2012**

St. Clair Catholic District School Board
Accessibility Working Group

Annual Accessibility Plan

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Executive Summary

The purpose of the Accessibility for *Ontarians with Disabilities Act, 2005* (AODA) 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 AODA 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 ninth annual plan prepared by the Accessibility Working Group of the St. Clair Catholic District School Board. The plan describes: 1) the measures that the St. Clair Catholic District School Board has taken in the past, and 2) the measures that the St. Clair Catholic District School Board plans to take during the year (2011-2012) 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 six barriers for people with disabilities. Over the next several years, the Accessibility Working Group recommends focusing on a continued commitment to accessibility planning.

Aim

This plan describes the measures that the St. Clair Catholic District School Board has taken in the past and measures that will be taken during the next year (2011-2012) 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. There are generally six types of barriers. They include:

- Physical barriers, for example a step at the entrance to a store.
- Architectural barriers, for example no elevators in a building of more than one floor.
- Information or communication barriers, for example a publication that is not available in large print.
- Attitudinal barriers, for example assuming people with a disability can't perform a certain task when in fact they can.
- Technological barriers, such as traffic lights that change too quickly before a person with a disability has time to get through the intersection.
- Barriers created by policies or practices, for instance not offering different ways to complete a test as part of job hiring.

Barriers That Were Addressed in 2010-2011

Barrier	Objective	Strategies to Remove Barrier
Attitudinal	<p>Continue to promote inclusionary practices for all students, staff and community members.</p>	<p>Clinical psychologist, Dr. Adam Cox presented an evening workshop entitled “The Ecology of Inattention” on Feb.16, 2011 to parents and community partners. Dr. Cox presented practical strategies and interventions to assist students who face learning challenges in the area of distraction.</p> <p>Hands on training with Premier Suite was featured at SEAC Parent Information Evenings in November. Assistive technology training sessions were provided to Program Resource Teachers, Classroom Teachers and Educational Assistants upon request by individual schools.</p> <p>Students who receive SEA funded assistive technology are provided with several hours of training.</p> <p>A number of workshops have been held throughout the year for staff. These include: Assistive Technology Training; IEP; Collaborative Problem Solving; Autism Intervener Training; BOOST; ASIST; TEACCH training.</p> <p>Appendix 5 – “Inclusionary Workshops for Board Employees”</p> <p>A student forum was held at the Catholic Education Centre to give the opportunity for students to provide feedback. Appendix 1 – Media Release: Monday, March 28, 2011 Appendix 2 – ‘Student Forum Agenda’ Appendix 3 – ‘Student Forum Feedback’ Appendix 4a – Focus Group Student Questionnaire Appendix 4b – Focus Group Student Questionnaire Responses</p> <p>A broad representation on the Accessibility Planning Committee has been maintained.</p>
<p>Staff and students lack comprehensive knowledge regarding disabilities.</p>		<p>Continue to plan and provide accessible facilities, ensuring all renovations and building projects meet code standards.</p>
Architectural	<p>Continue to plan and provide accessible facilities, ensuring all renovations and building projects meet code standards.</p>	<p>Projects implemented throughout the district provide accessibility to facilities.</p> <p>Appendix 6 – ‘Accessibility Projects’</p>
<p>Some schools have physical barriers that limit accessibility.</p>		

Barrier	Objective	Strategies to Remove Barrier
<p data-bbox="105 245 289 275">Technological</p> <p data-bbox="105 310 591 401">Lack of training limits the effective use of technology and adaptive programs by exceptional learners.</p>	<p data-bbox="613 310 959 394">Support exceptional learners through the use of adaptive equipment and programs.</p>	<p data-bbox="1036 310 1520 604">An alternate training model has replaced the Discovery Technology Conference. Ongoing training is provided for students and staff on Premier, Dragon Naturally Speaking, Smart Board, Kurzweil and other assistive technology programs on an individual school basis. One special area of focus has been training with staff and students in Grade 3 and Grade 6 in preparation for the EQAO assessment.</p> <p data-bbox="1036 642 1539 884">Students who receive SEA funded assistive technology are provided with several hours of training. Classroom teachers, resource teachers, principals and EAs are all encouraged to attend these training sessions. Parents may also request to attend the training sessions and many have been included in training.</p> <p data-bbox="1036 919 1503 1094">Training opportunities have also been organized for parents in schools, where requested by principals. This helps provide a continuity of support for exceptional learners in the school and home environments.</p> <p data-bbox="1036 1129 1533 1188">Appendix 5 – “Inclusionary Workshops for Board Employees”</p>
<p data-bbox="105 1220 516 1249">Information and Communication</p> <p data-bbox="105 1285 591 1339">People with disabilities find it challenging to access our current website.</p>	<p data-bbox="613 1285 997 1369">Design Board website to ensure accessibility for people with disabilities.</p> <p data-bbox="613 1619 967 1703">All students should be able to access and use computers in their school.</p>	<p data-bbox="1036 1285 1536 1579">The website is currently being reviewed to ensure the W3C Guidelines on developing accessible websites are implemented. In March 2011, a plan was established for a September 2011 launch. All requirements will be incorporated into the final product if possible. A report identifying non-compliance will be issued if aspects prove difficult/impossible to complete or if there are significant delays in implementation.</p> <p data-bbox="1036 1619 1520 1793">A review of the deployment of computers within schools was completed. All labs within our school system have some computers that are capable of running identified programs required for students with disabilities.</p> <p data-bbox="1036 1829 1533 1948">Lab computers have been clearly labelled indicating the year of installation and their ability to run highly demanding applications (for students with disabilities).</p>

Barrier	Objective	Strategies to Remove Barrier
<p>Policy</p> <p>Some Board policies might include elements which limit accessibility for all.</p>	<p>To introduce an Equity and Inclusion Policy.</p> <p>To review our Transportation Policy.</p> <p>To review the Community Use of Schools Policy.</p>	<p>Equity and Inclusive Education Policy 2.6 became effective September 1, 2010. The Equity and Inclusive Education Committee is currently working on procedures to ensure that all current and newly created policies meet appropriate guidelines to eliminate barriers.</p> <p>Transportation inclusivity is provided in the following documents:</p> <ul style="list-style-type: none"> • Transportation Policy STS-POOO12011 section 14 • Walk Distance to Stop Procedure STSPR0022011 "That students with special needs are picked up and dropped off as near to their door as practical" • Riding Time Procedure STS-PR-005-2011 • Further AODA standards and compliance are currently under review through the OASBO Transportation Subcommittee who is scheduled to report the first week of May 2011. This process was under taken to perhaps provide a provincial standard with respect to transportation services and AODA compliance. <p>Current references to accessibility are as provided by the SCCDSB and the LKDSB as community use is provided as a shared service by Chatham Kent Lambton Administrative School Services. Links are provided to each Board's website for current information in that regard as the appropriate policy would be applicable dependent of the rental site.</p>

Barriers That Will be Addressed in 2011-2012

The Accessibility Committee Working Group plans to address five barriers during the coming year. This plan will address at least one area in each of policies, programs, practices, services and facilities.

Type of Barrier	Objective	Strategy	Timeline	Responsibility
Attitudinal				
Staff and students lack comprehensive knowledge regarding disabilities.	Continue to promote inclusionary practices for all students, staff and community members.	<ul style="list-style-type: none"> i) Design a mechanism to gain feedback on accessibility issues from employee groups in the St. Clair Catholic District School Board. ii) Continue to invite parents and community partners to attend evening information sessions when keynote speakers are presenting. iii) Continue to provide staff and students with training sessions in assistive technology, such as Premier Suites and Dragon Naturally Speaking. iv) Provide professional development opportunities for staff as outlined in the Special Education Plan. v) Maintain broad representation on the Accessibility Committee. 	<ul style="list-style-type: none"> Sept. 2011 to June 2012 Ongoing throughout the year Ongoing throughout the year Ongoing throughout the year Sept. 2011 to June 2012 	<ul style="list-style-type: none"> Accessibility Committee Working Group Special Education Department and Curriculum Services Special Education Department and Curriculum Services Superintendent of Special Education Superintendent of Special Education

Type of Barrier	Objective	Strategy	Timeline	Responsibility
Architectural				
Some schools have physical barriers that limit accessibility.	Facility Services Department upgrades and new construction projects to be accessible to those with a disability.	<ul style="list-style-type: none"> i) Continue to plan and provide accessible facilities, ensuring all renovations meet code standards. ii) Continue to work directly with all stakeholders to identify emerging issues at each facility as they arise. 	<p>Sept. 2011 to June 2012</p> <p>Sept. 2011 to June 2012</p>	<p>Facility Services</p> <p>Facility Services</p>
Technological				
Lack of training limits the effective use of technology and adaptive programs by exceptional learners and staff.	Support exceptional learners and staff through the use of adaptive equipment and programs.	<ul style="list-style-type: none"> i) Continue to provide in-service to staff and students on the utilization of assistive technology, e.g. Premier Suites, Dragon Naturally Speaking and Smart Ideas. ii) Continue to provide training opportunities for parents on Premier Suites in order to help provide a continuity of support for exceptional learners between the school and home environments. iii) Continue to provide professional development for staff on differentiated instruction, incorporating a technology component to address the effective use of assistive devices when teaching. In school teacher collaboration will assist with increasing expertise on the use of Smart boards in the classroom. iv) Continue to provide ongoing training to grade 3 and 6 teachers with the use of assistive technology for students preparing for EQAO assessment. v) Provide training to students with SEA funded assistive technology on the use of specialized equipment and programs 	<p>Sept. 2011 to June 2012</p> <p>Sept. 2011 to June 2012</p> <p>Sept. 2011 to June 2012</p> <p>Sept. 2011 to June 2012</p> <p>Sept. 2011 to June 2012</p>	<p>Special Education Department</p> <p>Special Education Department</p> <p>Elementary and Secondary Curriculum Department and Accessibility Committee Working Group</p> <p>Special Education and Elementary Curriculum Departments</p> <p>Special Education Department</p>

Type of Barrier	Objective	Strategy	Timeline	Responsibility
Information and Communication				
People with disabilities find it challenging to access our current website.	To review the improved Board website to ensure accessibility for people with disabilities.	i) Monitor the new Board website in accordance with the W3C Guidelines: <ul style="list-style-type: none"> ➤ Provide text equivalents for non-text elements ➤ Identify changes in natural language of a document's text ➤ Organize elements so they can be read without style sheets ➤ Use clear and simple language appropriate for the site's content 	Sept. 2011 to June 2012	Information Services Department
	All students should be able to access and use computers in their school.	i) Continue to review the deployment of computers within schools. This information will be charted for annual review. ii) Continue to monitor lab computers to ensure they are labelled appropriately.	Sept. 2011 to June 2012 Sept. 2011 to June 2012	Information Services Department Information Services Department
	Continue to implement wireless technology to maximize student use of computers.	i) Schools will be identified and wireless technology will be implemented as appropriate.	Sept. 2011 to June 2012	Information Services Department

Type of Barrier	Objective	Strategy	Timeline	Responsibility
Policy and Procedures				
Some Board policies and procedures might include elements which limit accessibility for all.	To review Policy 6.2 Acceptable Use of Computers Networks and Internet for Students	i) The St. Clair Catholic District School Board Accessibility Working Committee will consult with the Information Services Department to ensure that Policy 6.2 is in accordance with AODA.	Sept. 2011 to June 2012	Accessibility Committee Working Group and the Information Services Department
	To ensure the reporting procedure of the Annual Accessibility Plan is appropriate.	i) To review the format of the Annual Accessibility Plan and the means by which it can be accessed.	Sept. 2011 to June 2012	Accessibility Committee Working Group

Communication of the Plan

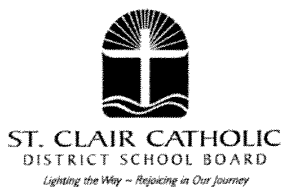
The St. Clair Catholic District School Board's accessibility plan will be posted on the Board website at www.st-clair.net and hard copies will be available upon request. Other formats will be explored and be available upon request.

Contact information for accessible format requests:

Lisa Demers
Principal of Special Education
Phone: (519) 627-6762 extension 263
E-mail: lisa.demers@st-clair.net

The Accessibility Working Group Members for 2010 - 2011

Working Group Member	Number of Representatives	Representative
Academic (Curriculum & Student Services)	1	Janet Boyle
Business Services (Finance & Facility)	3	Karen Dolson Eileen Core Bruce Hannah
Principals	3	Stephen DeGurse (Chair) Paul Doyle Cyndi Vink-Broadfoot
Information Services	1	Steve Mitchell
Human Resource Services	1	Hollie Rice-Mitchell



**MEDIA RELEASE:
FOR IMMEDIATE RELEASE**

Monday, March 28, 2011

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Chair of the Board
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*For further information regarding
this release, please contact:*

**St. John Fisher Catholic
School**
Steve DeGurse, Principal
519-786-5201

**Supervisor -
Communications and
Community Relations**
Todd Lozon
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E-mail:
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***ANNUAL STUDENT ACCESSIBILITY REVIEW TO BE HELD
AT CATHOLIC EDUCATION CENTRE IN WALLACEBURG***

***THIS EVENT WAS POST-PONED LAST WEDNESDAY DUE TO
WEATHER AND HAS BEEN RESCHEDULED FOR TOMORROW***

Ashley Gialelem, a student at Ursuline College and Beau Cockburn, a computer technician with the St. Clair Catholic District School Board, will be the guest speakers at an annual student forum on accessibility.

“We look forward to hearing from Ashley and Beau at our annual conference,” says Steve DeGurse, Principal of St. John Fisher Catholic School in Forest and Chair of the Accessibility Working Group for 2010-2011.

Along with all school boards in Ontario, St. Clair Catholic reviews its accessibility plan annually, as required under the Ontarians with Disabilities Act (2005). The plans identify ways in which school boards can improve accessibility opportunities for persons with disabilities. The act also provides for input from persons with disabilities.

The annual student review is part of St. Clair Catholic’s process each year, to include student participation as part of the plan’s development. The 2011 student forum will take place at the Catholic Education Centre. Students from a number of schools will participate.

“We value the input we receive from students at these annual conferences,” says Mr. DeGurse. “This is an important part of our process.”

***The Student Forum will be held Tuesday, March 29, 2011 from 12:00 p.m.
until 2:30 p.m. at the Catholic Education Centre, 420 Creek Street,
Wallaceburg.***

Members of the media are welcome.



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

Lighting the Way ~ Rejoicing in Our Journey

Annual Accessibility Plan Student Forum St. Clair Catholic District School Board

Date: Tuesday, March 29th, 2011

Location: Catholic Education Centre

Time: 11:45 a.m. – 2:30 p.m.

1. Arrival and Grouping of Students – 5 to 10 minutes (Paul Doyle)
 - a. Students will be put into working groups
 - b. Getting to Know You Activity – Within Groupings
2. Welcome and Opening Prayer Beginning at 12:00 PM – 5 to 10 minutes
 - a. (Stephen DeGurse and Ann Sutton)
3. Pizza Luncheon – 20 to 30 minutes
4. Guest Speakers for our Focus Group Session – 60 minutes
 - Eileen Core to Introduce and Thank: Ashley Gialelem
 - Student at The Pines Catholic High School, SCCDSB
 - Janet Boyle to Introduce and Thank: 30 min Beau Cockburn
 - Computer Technician SCCDSB - 30 min

Lauri Doig: Program Resource Teacher for the Deaf and Hard of Hearing (SCCDSB) will be interpreting for these presentations
5. Types of Barriers Overview – 5 minutes (Hollie Rice-Mitchell)
6. Student ‘Spider Map’ and Group Presentations – 45 minutes (Cyndi Vink-Broadfoot)

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

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

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

7. Thank You and Closing Thoughts (Ann Sutton)

Student Forum
Categorized Student Responses to Student Group Activity

Tell Us a Time Your School Did a Good Job Getting Everyone Involved

Activities & Events

- Haiti Relief Fundraiser (rebuild schools)
- Play Day
- Skating
- Snow Tubing
- Muskoka
- Terry Fox Run
- Walk for Life
- Olympics
- Student with broken foot went to Muskoka
- Winter carnival
- Mass
- Recess
- We have to assist a boy at our school when we have our school (activities) and when we have a mass or assembly we always give him a part in it so that he doesn't feel left out.
- All of our schools make sure everyone is involved in activities
- Everyone is invited to the mass whether it is at the church or the gym
- Everyone participates in school trips
- Everyone can play sports

Physical

- Put in a wheel chair lift
- Handicap buses when needed for class trips
- Someone can fix a computer
- Service dogs and police dogs are allowed
- Big fields
- Ramps
- There is enough room in the hallways
- FM systems in the classrooms
- Automatic Doors
- Specialized chairs

Student Forum
Categorized Student Responses to Student Group Activity

**Tell Us about a Time it was Difficult
for Someone to Participate Fully**

Communication

- A student with Autism can not verbally communicate with other students, he uses symbols, sign language and i-pad
- Communication barrier – needed training in sign language
- Better computers
- Not having a resource teacher to help you with anything
- Sometimes cannot log onto laptops
- Not every room has a FM system

Physical

- Stage has no ramps
- Doors need to be bigger
- Washroom needs to be wheelchair accessible
- Uneven ground
- Blackboard was too high for a student to reach
- A student at our school could not participate in our school play because we do not have ramps that go up to the stage.
- Make stage accessible
- A student in a wheelchair couldn't get around because there were stairs everywhere
- Too many stairs
- Stage has no ramp
- More room between our lockers
- Some lockers are too high/low
- Handicap buses when needed

Other

- Find activities that everyone can participate in
- Sports teams
- Organize a program where students can interact and get a better understanding of someone with mental disorders
- Class trips
- Food days
- More fundraising
- Need to include more students into different types of activities
- Can not play sports without insurance

Student Forum
Categorized Student Responses to Student Group Activity

How Could Schools Improve Everyone's Participation

Physical & Communication

- Supply Braille textbooks
- Build ramps to the stage
- Sound fields in every room
- Braille on signs and keyboards
- Laptops for people with disabilities
- Better computers
- Better ways to communicate
- Portable blackboards and smart boards that are adjustable
- Adjustable boards
- Helping others who can not access certain equipment
- More automatic door openers
- Wider doorways and hallways
- TV for announcements so you could see sign language
- Making food everyone can eat
- Water fountains that are adjustable
- Doorways wider
- Ramps
- Gym – stage
- Ramps instead of stairs
- Rails
- More handicap equipment outside
- Accessible lockers
- Handicap parking
- Wheelchair buses
- Providing food for everyone with allergies
- Fundraisers that everyone can do
- Making food everyone can eat
- Fragrance free
- Fresh air running through the school
-

Attitudinal

- Improve attitudes
- More guest speakers such as Ashley at schools
- Be more accepting and helpful of others
- Guest speakers for attitude
- Being able to fundraise

Student Focus Group Session – Follow-Up Questionnaire

April 6, 2011

Dear Participant,

On Wednesday, March 29th you were part of a group of students who participated in our Student Focus Group Session at the Catholic Education Centre in Wallaceburg. It was great to have you as a participant and at this time we are asking that you take a few minutes to complete the following two questions (please feel free to use point form). Your responses will help us to further address accessibility issues throughout St. Clair Catholic District School Board.

Sincerely,

Mr. DeGurse
Chair of the Accessibility Working Group
St. Clair Catholic District School Board

What was the most valuable lesson/message that you learned? Did you have a chance to share this information with anyone?

-
-
-

Was there anything more that you would like to learn about with respect to accessibility issues?

-
-
-

Student Focus Group
Follow-Up Questionnaire Responses

Question

What was the most valuable lesson/message that you learned? Did you have a chance to share this information with anyone?

Student Responses

- Everyone needs a chance to succeed
 - Everyone is capable of accomplishing things it just might take them longer
 - That people with accessibility (issues) can do almost anything that a person without accessibility (issues) can do
 - If you keep trying to get or do something you can achieve that.
 - The most valuable lesson I learned is from the girl with the disability when she said you can do anything even if you have a disability
 - Message: You can do anything
 - Lesson learned: that having a disability you can still do anything some people do not have it so bad
 - The most valuable lesson I learned is that “can’t” should not be a word in the dictionary. The speaker Ashley was very motivational. The most valuable lesson I learned is “can’t” doesn’t exist when you have your hopes set high no matter if you have accessibility issues you can do it. When Beau did his presentation it showed me you can do anything you want.
 - The most valuable lesson/message that I learned was that you are perfect just the way you are.
 - The word can’t should not be in your vocabulary
 - Even if you are deaf or blind you have a right to use the resources everyone else can.
 - Never think that you can’t fix anything
 - Everyone has as voice even if they can’t share it themselves
 - I learned that it takes everyone to ensure that everybody participates in everything
 - I learned how difficult it was to grow up deaf.
 - Every bit counts when someone is in need of equipment or services.
 - Never give up when something gets tough
 - Always help people when they need it
 - I learned that the little things to us are huge problems for others,
 - Also that even with a disability you can still live a full life.
 - Treat others as you would yourself
 - Special needs (people) are smarter than you give credit
-
- Spoke to parents – told them about Ashley – remember her triumph at Muskoka
 - Yes, I shared with my class and family
 - Yes I did share this information with my mom and dad as well as my friends
 - I shared this with my friends as sometimes some don’t get a chance to speak
 - I shared this information with my family and class.
 - and I was happy to share my experiences with my family

Student Focus Group
Follow-Up Questionnaire Responses

Question

Was there anything more that you would like to learn with respect to accessibility issues?

Student Responses

- Yes, I would love to learn how to make life great for everyone
- How long does it take to learn sign language so you can talk to someone who is deaf
- No, the way it was presented was excellent, I learned a lot
- Help kids with things that are possible
- I thought both speakers were great and eye opening and I would love to learn more about how we as students can get involved and help with accessibility issues.
- I would like to learn how people with accessibility issues can make a living by their self, for example jobs. The manager will always choose someone with the better accessibility.
- I would like to learn why people that are deaf or blind are treated differently
- I would like to learn how people feel when they are made fun of because of their physical disability
- I would like to learn more about what people with physical disabilities have a career that they like.
- How a blind person deals with accessibility issues
- How difficult it is to be in a wheelchair
- How difficult it is to be a non-caring person.
- Are there any other members of the (school) board that have disabilities? What equipment needs to be provided so they can do their jobs?
- Who invented captions for TV and other electronics?
- Who will fund for computers and equipment when the budget can't afford them?
- Concentrate on more accessible doorways and more automatic doors, ramps and rails.
- I would like to hear about the challenges (other) kids go through with other disabilities
- Some buildings don't have stage access
- Some elevators too small
- Technology related to help overcome their barriers

Inclusionary Workshops for Board Employees 2010–2011

Appendix 5

Submitted by: Lisa Thompson -Power, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
September 10, 2010	New Program Resource Teachers	Orientation	Program Resource Consultants and Itinerant Resource Teachers	Half day presentations to introduce new PRTs to the duties and responsibilities of the role
September 15, 2010	Program Resource Teachers	Equipment for the Deaf and Hard of Hearing population	Lauri Doig, Resource Teacher of the Deaf and Hard of Hearing	Presentation on maintenance and use of equipment for Deaf and Hard of Hearing student population
September 15, 2010	Program Resource Teachers	SCCDSB Gifted Program	Jodi Slater, Resource Itinerant Resource Teacher - Giftedness	Presentation on the changes to the program implementation for this school year
September 15, 2010	Program Resource Teachers	"IEP Development	Program Resource Consultants	Question/Answer and Group Moderation" session on the development of IEPs
September 30 & October 1, 2010	Student Support Services Team (Consultant, CYWs, Social Workers), Secondary School Staff and Administrators	ASIST Training (Applied Suicide Intervention Skills Training)	Trainers from the Canadian Mental Health Association	Two full days of training on suicide intervention and prevention strategies
October 5, 2010	Vice-Principals	Review of Programs and Services for Mild Intellectual Disabilities	Lisa Thompson-Power	Presentation on the results of the review and an overview of the implementation of the recommendations
October 13 & 27, 2010	Parents	IPRC & IEP Process	Lisa Thompson-Power and Renee Zarebski	An overview of the process for each of the IPRC and the IEP was provided to parents at the SEAC Parent Information evening

Submitted by: Lisa Thompson-Power, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
October 22, 2010	SSST, PRT, EAs and classroom teacher	Coaching to Inclusion	Leslie Andrew & other guest speakers for self directed workshops	One full day conference on inclusion. A SCCDSB classroom teacher was awarded the 'Champion of Inclusion' award for our board at a ceremony within the day's agenda
October 28 & 29, 2010	Student Support Services Team	Collaborative Problem Solving (Level 1 Training)	Dr. Ross Greene	Two full days of training on collaborative problem solving practices
February 16, 2011	Program Resource Teachers	Ministry Document "Caring and Safe Schools"	Lisa Thompson-Power	Presentation on the contents of the document and how it pertains to the students who make up the special education population
February 16, 2011	Program Resource Teachers	Collaborative Problem Solving	Behaviour Support Team	Presentation to provide the program resource teacher population with training in collaborative problem solving
May 11, 2011	Program Resource Teachers	AAC Clinic	Cathy Dufort-Gibbs (Pathways) and Amelia Morrison (CTC)	Presentation on the new Augmentative and Alternative Communication Clinics in both Sarnia Lambton and Chatham Kent
May 11, 2011	Program Resource Teachers	Collaborative Problem Solving	Behaviour Support Team	Presentation to provide the program resource teacher population with the next step in the training for collaborative problem solving

Submitted by: Janet Boyle, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
September 2, 2010	Educational Assistants, Student Support Services Team (CYWs and Social Workers), Consultants	Mental Health	Dr. Thomas Lacroix, Paediatrician – “ADHD” CPRI Consultants – “Mood Disorders in Children and Adolescents”	Half day workshop focused on diagnosis and classroom strategies
September 2, 2010	Educational Assistants, Student Support Services Team (CYWs and Social Workers), Consultants	Learning Disabilities “Beating the Odds”	Lesley Andrew	Half day presentation focused on taking responsibility for personal change and growth, overcoming obstacles and attaining goals
October 2010	Program Resource Teachers, Classroom Teachers, Educational Assistants	Utilizing assistive technology	Jan Lemak – Itinerant Assistive Technology Teacher	Hands on training on Premier Suites, Kurzweil and Dragon Naturally Speaking to individual school teams
October 13 & 27, 2010	Parents	Premier Suites	Jan Lemak – Itinerant Assistive Technology Teacher	Hands on training provided to parents at SEAC Parent Information Evenings
October 13 & 27, 2010	Parents	Accommodation “Tool Kit”	Janet Boyle	Strategies and resources (“tools”) provided to parents at SEAC Parent Information Evenings
November 26, 2010	Educational Assistants, Student Support Services Team, Consultants	Compassion Fatigue	Francoise Mathieu, Psychotherapist and Compassion Fatigue Specialist	Full day workshop integrated data about compassion fatigue and burnout with a focus on developing an early warning system to avoid reaching states of burnout

Submitted by: Janet Boyle, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
December 2010	Central Office Staff	Dragon Naturally Speaking	Jan Lemak – Itinerant Assistive Technology Teacher	Training provided on an individual basis
September 2010 – June 2011	Students with individual SEA assistive technology	Assistive Technology	Jan Lemak – Itinerant Assistive Technology Teacher	Training on Premier Suites, Kurzweil and Dragon Naturally Speaking
September 2010 – June 2011	School Teams (Program Resource Teachers, Classroom Teachers, Educational Assistants) and students	Assistive Technology	Jan Lemak – Itinerant Assistive Technology Teacher	On-going training sessions at schools across the system (Premier Suites, Kurzweil, Dragon Naturally Speaking, Classroom Suite: Intellitools, Smart Board, Smart Ideas, co-Writer)
February 16 & 17, 2011	Parents, Principals, Classroom Teachers, Program Resource Teachers, Consultants	“The Ecology of Inattention”	Dr. Adam Cox, Clinical Psychologist	Professional development workshop provided strategies and interventions to assist students who face learning challenges in the area of inattention
April 14, 2011	Classroom Teachers	Accommodations and Modifications	Janet Boyle	Presentation to Classroom Teachers at AQ Course: Reading Part 1 and 2
May 28 – 29, 2011	Blind and Low Vision Students and their Families	South Western Ontario Family Weekend	W. Ross Macdonald School, Regional District School Boards, CNIB and VIEWS	Family weekend program at Tecumseh P.S., Chatham for students with blind and low vision and their families
June 13, 2011	Educational Assistants, Student Support Services Team, Administrators, Speech and Language Pathologists, Consultants	“Bridges Out of Poverty”	Gayle Montgomery, Certified Bridges Trainer	Full day training focuses on understanding poverty and its’ effects on students

Submitted by: Renée Zarebski, Program Resource Consultant

Date	Target	Topic	Facilitator	Follow-up/Comments
August 4, 2010	Educational Assistants, Teachers, Community Partners, CEC staff	TEACCH Training	Cindy Waugh, Durham District School Board, SCCDSB/LKDSB	Support for the implementation of Structured Learning
August 17, 18, and 19, 2010	Educational Assistants	TEACCH Training	Durham District School Board	Intensive training on the foundations of TEACCH
August 23, 24, 25, 26, 2010	Educational Assistants, CEC staff, principals, teachers	Introduction to Autism Social Skills Development	Geneva Centre Summer Institute and the Ministry of Education	Review Evaluations and follow up on implementation
August 23, 2010	Teaching Staff – UCC	Planning for SL/Themes	Renee Zarebski/Autism Support Team	Room preparation for fall
August 30, 2010	Teaching Staff – UCC	Creating Functional IEPs	Renee Zarebski/Autism Team	Review and refinement of existing IEPs in a moderated session
September 1, 2010	Principals	Phonological Awareness Screening Guidelines	Renee Zarebski	Overview of Guidelines and changes for the Phonological Awareness Screening process
September 2, 2010	JK – Grade 1	Phonological Awareness Screening Guidelines	Renee Zarebski	Overview of Guidelines and changes for the Phonological Awareness Screening process
September 8, 2010	SSST	Presentation on School Wide Positive Behaviour Support	Renee Zarebski	Overview of SWPBS and links to appropriate PPMs
September 8, 2010	Staff – St. Joseph Chatham	Review of Rationale/Goals for School Wide PBS	Renee Zarebski/Laurie McCarthy	Kick off of PBS for this 2010 school year
September 13, 2010	CPRI SCCDSB LKDSB	Community Planning Meeting Re Transitions based on Connections	Renee Zarebski/Denise Emery	Review and enhancement of transitions processes to and from Residential Treatment Program at CPRI

Appendix 5

Date	Target	Topic	Facilitator	Follow-up/Comments
September 15, 2010	PRTs	Phonological Awareness Screening Guidelines	Renee Zarebski	Review of Phonological Awareness Guidelines
September 20, 2010	SEAC	Phonological Awareness Screening Guidelines	Renee Zarebski	Review of Phonological Awareness Guidelines
September 27, 2010	SSST, Autism Team	BeDoc Training	Denise Emery/Renee Zarebski	Training on data collection device
October 5,6,7, 2010	Classroom Teachers, EAs, Board Staff, Community Partners	Autism Intervener Certification Training – Level 1	Renee Zarebski/Denise Emery	Level One – intensive training on Autism Spectrum Disorder
October 5, 2010	Vice-Principals	School Wide Positive Behaviour Support	Renee Zarebski	Overview and rationale for SWPB S
October 5, 2010	Staff – UCC	Augmentative Communication	Shawn Christensen, CTC, TVCC	
October 19, 2010	Peer mentors at UCC	Mentor Training	Amy Hawkes – TVCC	Based on TRACKS training – how to effectively work with students as a peer mentor
October 26, 2010	Staff – UCC	Augmentative Communication	Shawn Christensen, CTC, TVCC	
November 2, 2010	Staff – UCC	Augmentative Communication	Shawn Christensen, CTC, TVCC	
November 9, 2010	SSST	Functions of Behaviour	TVCC, Jill DeMaeyer and Laurie McCarthy	Training on the function that behaviour serves
November 12, 2010	Council for Exceptional Children	School Wide Positive Behaviour Support Connections for Students	Partnership between the London Region Planning Group, TVCC, SCCDSB and LKDSB	Overview of SWPBS Overview of Connections for Students
November 19, 2010	Phase 1 and 2 Leads	What is School Wide Positive Behaviour Support	SCCDSB /LKDSB	Overview of PBS to Leads of Phase 1 and 2 Boards – Ministry of Education Staff
November 23, 2010	Educational Assistants, Classroom Teachers. PRTs	Networking Meeting for Structured Learning – Sarnia Session	SCCDSB/LKDSB/TVCC – SSP	Independent Work Time/Teaching Table

Appendix 5

Date	Target	Topic	Facilitator	Follow-up/Comments
November 24, 2010	Educational Assistants, Classroom Teachers. PRTs	Networking Meeting for Structured Learning – Chatham Session	SCCDSB/LKDSB/TVCC – SSP	Independent Work Time/Teaching Table
November 25, 2010	Program Resource Teachers, Speech Pathologist, CYWs	TEACCH Training	Cindy Waugh – Certified TEACCH Trainer	TEACCH principles and philosophy
December 1, 2010	Educational Assistants, PRTs at UCC	Classroom Suite/Intellitools Training	SCCDSB/TVCC/CTC	Training for staff on use of Augmentative Communication
January 21, 2011	Section 28 Classrooms in Waterloo Region	HELP Training	Jill DeMaeyer/Laurie McCarthy ABA Specialists	Teaching use of HELP Assessments
February 16, 2011	PRTs, EAs	ACC Training – Big Mac	CTC – Tracy Koehler- Massender and Ann McKenzie	Facilitating the use of Augmentative communication devices
March 7, 2011	Provincial Advisory Team	Connections For Students	London Region Planning Group	Presentation to Provincial Advisory Team, EDU and MCYS
March 22, 2011	Educational Assistants, PRTs	Structured Learning Networking Meeting	TVCC, SCCDSB, LKDSB	Make and Take Session
March 28, 29, 2011	Educational Assistants	PECS Training	Pyramid and Associates	Level 1 PECS training
March 29, 2011	PBS School	PBS – PLC – Focus on Benchmarks of Success and Data Collection	LKDSB/SCCDSB	Professional Sharing
March 30, 2011	Educational Assistants, PRTs	Structured Learning Networking Meeting	TVCC, SCCDSB, LKDSB	Make and Take Session
March 31, 2011	Classroom Teachers, PRT, SLPs, Central Office Staff	Phonological Awareness Committee Feedback Session	PA Committee	Review of Guidelines and Process
April 9, 2011	Parents/Community Partners	Transitions Fair – JumpStart	CCAC/Pathways/AO/CLSL, LKDSB/SCCDSB/LCDS/LDALC/FCC	Information for parents of youth in transition
April 10, 2011	SLPs, EAs, Teachers	I-PAD training	Apple	Training on the use of I-PAD device as a communication tool

Date	Target	Topic	Facilitator	Follow-up/Comments
April 13, 2011	Students, Parents, School Staff, Community Partners	Transitions Fair – All I's Ahead	SCCDSB, CL-CK, CL Wallaceburg, CTC, CKCS	Information sharing re-transition to the Community
May 10, 2011	Respite Support Workers	The Many Faces of Respite	SCCDSB, LKDSB, CL-CK, CL-Wallaceburg, CKCS, CTC	Training session for Respite Support Workers
May 29,30, June1	PRTs, EA, CT, Parents, Community Partners	Autism Intervener Training, Level 1 Certification	SCCDSB, LKDSB, Geneva Centre for Autism	Level 1 Certification Training, Geneva Centre

Submitted by: Lauri Doig, Program Resource Teacher – Deaf and Hard of Hearing

Date	Target	Topic	Facilitator	Follow-up/Comments
September 2010	Classroom teachers, Educational Assistants, PRT's	Hearing Awareness Workshop	Provincial Deaf Schools	25 staff attended
October 2010	Board Staff	Mental Health	Canadian Hearing Society Staff, GSS and Connect	
November 2010	St. Anne, Blenheim	Community Support	Canadian Hearing Society: Judy Kraemer and Meghan Johnson	Parents, Classroom Teacher, PRT, Principal
January 2011	St. Anne, Blenheim	Community Support	Canadian Hearing Society: Judy Kraemer and Meghan Johnson	Parents, Classroom Teacher, PRT
February 2011	Sacred Heart, Port Lambton	Community Support	Canadian Hearing Society: Judy Kraemer and Meghan Johnson	Parents, Classroom Teacher, PRT
February 2011	St. John Fisher, Forest	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	JK/SK Classroom
February 2011	St. Ursula, Chatham	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	JK/SK Classroom

Appendix 5

Date	Target	Topic	Facilitator	Follow-up/Comments
February 2011	St. Peter Canisius, Watford	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	Grades 5/6 Classroom
February 2011	Holy Trinity, Sarnia	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	Grades 3, 4 and 8
February 2011	Sacred Heart, Port Lambton	Classroom Presentation	Provincial Deaf School Jane Peters, Resource Consultant	JK/SK Classroom
March 2011	St. Ursula, Chatham	Student/Program Observation	Provincial Deaf School Jane Peters, Resource Consultant	SK Student
March 2011	St. Peter Canisius, Watford	Student/Program Observation	Provincial Deaf School Jane Peters, Resource Consultant	Grade 5 Student
March 2011	Holy Trinity, Sarnia	Student/Program Observation	Provincial Deaf School Jane Peters, Resource Consultant	Grade 3 Student
March 2011	Sacred Heart, Port Lambton	Student/Program Observation	Provincial Deaf School Jane Peters, Resource Consultant	SK Student
May 18, 2011	St. John Fisher, Forest	Report Consultation	Provincial Deaf School Jane Peters, Resource Consultant	Future programming, parents
May 18, 2011	St. Peter Canisius, Watford	Report Consultation	Provincial Deaf School Jane Peters, Resource Consultant	Future programming, parents
May 19, 2011	St. Ursula, Chatham	Report Consultation	Provincial Deaf School Jane Peters, Resource Consultant	future programming, parents
May 19, 2011	Holy Trinity, Sarnia	Report Consultation	Provincial Deaf School Jane Peters, Resource Consultant	Future programming, parents
May 26, 2011	Students/Parents	Deaf Children Festival	Robarts Provincial School, London	Biannual PDS Children's Festival

**St. Clair Catholic District School Board
Accessibility Projects**

Facility	Project Description	Estimated Cost	Estimated Completion Date
St. Benedict, Sarnia	Parking lot - sidewalk handicap accessible	\$35,000	Completed in 2006
St. Patrick's, Sarnia	Installed auto opener to the southwest entrance	\$2,500	Completed in 2006
St. Peter, Sarnia	Installed Handicap Ramp at rear entrance	\$12,000	Completed in 2006
St. John Fisher, Forest	Installed auto opener to front entrance	\$2,500	Completed in 2006
	Installed Handicap Ramp at front entrance	\$2,500	Completed in 2006
St. Michael, Bright's Grove	Installed auto openers to front entrance		Completed in 2008
	Installed Handicap Ramp at front entrance and 2 sidewalk accessible ramps	\$25,000	
Ursuline College	Installed Magnetic Hold Open devices for cafeteria, theatre and 4 entrances	\$12,000	Completed in 2008
	Installed 4 Auto Door openers		
St. Anne, Blenheim	Installation auto openers to front entrance	\$3,500	Completed in 2009
Ursuline College	Additional Handicap washroom	\$4,000	Completed in 2009
	Added 2 accessible sinks - special education	\$3,200	Completed in 2010
Holy Family	Handicap ramp, auto door opener at front entrance	\$20,000	Completed in 2010
Our Lady of Fatima	Installed auto openers	\$3,600	Completed in 2010
Georges P. Vanier	Installed auto openers to front entrance	\$3,600	To be completed in 2011
St. Agnes	Installed auto openers	\$3,600	To be completed in 2011
St. Peter Canisius	Installed chair lift	\$25,000	Completed in 2010
St. Philip	Installed auto openers	\$3,600	To be completed in 2011
Holy Rosary	Installation auto openers to front entrance & handicap washroom	\$7500	To be completed in 2011

Summary of Community Partner Feedback
St. Clair Catholic District School Board
Accessibility Plan 2010 – 2011

Respondent Summary:

The Board of Directors of Community Living Chatham-Kent was pleased to review the Accessibility Plan. Although there were no recommendations coming from the review, the Board commended the developers of the plan for its comprehensiveness and content. “It is so gratifying to review a document that is the result of people consciously making an effort to include persons who have disabilities.”

Other respondents including Chatham-Kent Children’s Services, St. Clair Child and Youth Services and Goodwill Industries, Essex-Kent-Lambton indicated that the 2010 – 2011 St. Clair Catholic District School Board Accessibility Plan was very comprehensive and had no recommendations.