



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

**Accessibility Plan**  
**St. Clair Catholic District School Board**  
**2018 to 2019**

**Prepared by:**

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

**May 22, 2018**

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

- Website [www.st-clair.net](http://www.st-clair.net)
- Catholic Education Centre, 420 Creek Street, Wallaceburg
- In accessible formats upon request, contact the Board Office

**Annual Accessibility Plan  
Table of Contents**

	<b>Page</b>
Executive Summary	3
Aim	4
Objectives	4
Commitment to Accessibility Planning	4
Accessibility Working Group Members	5
Types Of Barriers	6
Barriers that were Addressed by St. Clair Catholic District School Board	7
Communication of the Plan	20
Appendix 1 - Accessibility Planning Resources for School Boards	21
Appendix 2 - Student Forum Agenda	23
Appendix 3 - Accessibility Student Forum Results - Student Feedback on Accessibility in Schools	25
Appendix 4 - Inclusionary Workshops and Professional Development for Board Employees 2017-2018	38
Appendix 5 - St. Clair Catholic District School Board - Accessibility Projects	42
Appendix 6 - Community Partner Feedback Summary	44

## **Executive Summary**

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

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

## **Aim**

This Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board has taken in the past as well as measures that will be taken during the next year (2018-2019) to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools.

## **Objectives**

This plan:

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

## **Commitment to Accessibility Planning**

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

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

## ***Description of the St. Clair Catholic District School Board***

The St. Clair Catholic District School Board was created January 1, 1998 as the result of amalgamation of the former Kent and Lambton County Roman Catholic Separate School Boards. We provide educational services to approximately 8,766 students in 28 elementary and secondary schools.

### **The Board Vision Statement**

Lighting the Way ~ Rejoicing in Our Journey

### **The Board Mission Statement**

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

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

## ***The Accessibility Working Group Members for 2017 - 2018***

**Lisa Demers**, Superintendent of Education

**Julie Knight** (Chair), Principal

**Christine Preece**, Mental Health and Wellbeing Lead

**Liz Bujaki**, Principal

**Kelly VanBoxtel**, Principal

**Sherrie Daudlin**, Principal

**Catherine Day**, Manager - Financial Services

**Tony Montanino**, Manager - Facility Services

**Lisa Burden**, Administrator - Safety and Disability

**Sara Vadovic**, Consultant - Program Resource

## **Types of Barriers**

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

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

## ***Strategy for Prevention and Removal of Barriers***

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

## ***Barriers That Were Addressed in 2017-2018***

### ***Attitudinal***

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

#### ***Summary of Strategies to Remove Barrier:***

- A number of professional development opportunities and training have been provided for all staff throughout the year. These include: Student Wellbeing; Mentally Healthy Schools; Suicide Prevention Protocols; Resiliency; Physical and Emotional Health Literacy; Parent Engagement; Self-regulation; Wellbeing Pathway to Care; Mental Health Learning Series; Behaviour Management Systems Training; Applied Behaviour Analysis; Functions of Behaviour; Structured Learning and Assistive Technology training. **See Appendix 4: Inclusionary Workshops and Professional Development for Board Employees 2017-2018**
- The St. Clair Catholic District School Board continues to work in partnership with local associations, community partners and our co-terminus Board to provide professional development opportunities for students, parents and staff. The Lambton Kent District School Board and St. Clair Catholic District School Board hosted joint Mental Health Learning Series, Self-regulation Training, Parent Education on wellbeing and principal education on promoting wellbeing through student engagement strategies. Lambton-Kent District School Board, County of Lambton and St. Clair Catholic District School Board hosted training on how physical literacy develops self-regulation and social emotional learning
- Three student engagement conferences were held with elementary and secondary students involving 200 students and approximately 40 staff members. Every school developed a wellbeing plan to create solutions to address barriers that impacted their mental wellbeing. Twenty nine plans were developed
- Communication plan to address stigma in our schools. Bi-monthly newsletters focusing on wellbeing topics were created and sent out to parents and school community members
- Implementation plan was developed to roll out the suicide prevention protocols for the school board. ASSIST training was provided to school administrators, PRT's, student wellbeing and support team and some staff
- A broad representation of members has been maintained on the Accessibility Committee. Members include principals, staff from K - 12 Catholic Learning Services Team, Corporate Services, Planning and Facility Services, Information Services, and Human Resource Services
- The school climate survey has been revised and will be administered in the months of April and May 2018. Reports will be compiled in summer 2018 with reports provided to principals in August 2018. These reports will help guide the development of their wellbeing goal for their school improvement plans.

**Attitudinal Barriers Cont'd.  
That Will be Addressed in 2018-2019**

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

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

<ul style="list-style-type: none"><li>● Implement Equity and Inclusivity project focusing on rural poverty and barriers to accessibility</li></ul>	April 2018-August 2020	Mental Health Lead; Circle Program Lambton County; J. Mandigo Brock University
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**Architectural and Physical Barriers  
That Were Addressed in 2017-2018**

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

**Summary of Strategies to Remove Barrier:**

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

**Architectural and Physical Barriers Cont'd.  
That Will be Addressed in 2018-2019**

**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.

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

**Technological Barriers  
That Were Addressed in 2017-2018**

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

**Summary of Strategies to Remove Barrier:**

- Both small and large group training sessions on assistive technology have been provided upon request to staff and students on an individual school basis by the Itinerant Assistive Technology Teacher. The focus has been on a range of software programs including:
  - *Boardmaker Studio*
  - *Dragon Naturally Speaking 11* (voice to text)
  - *Word Q* (word prediction software)
  - *Worksheet Wizard*
  - *Read and Write for Google* (both voice to text and text to speech capabilities)
- The Program Resource Teacher as well as the Itinerant Assistive Technology Teacher continue to provide additional training to Grades 2-6 Classroom Teachers and students, specifically with *Read and Write for Google*, *Word Q* and *Dragon Naturally Speaking 11*. This also provided additional support for students in Grades 3 and 6, in preparation for the EQAO assessment
- Students with Special Equipment Amount (SEA) funded assistive technology continue to be provided with several hours of individualized training by the Itinerant Assistive Technology Teacher as well as a SEA Technology Trainer. School staff were invited to participate in the training with the students. *Read and Write for Google* has been the focus
- In order to provide a continuity of support for the exceptional learners in the school and home environments, training opportunities for parents on various programs are available upon request by the individual school principal. *Word Q* is available from the Program Resource Teacher for installation on home computers. *Read & Write for Google* continues to be available system-wide, as well as for home use. This program is accessed through the student's SCCDSB account. Parents of children with SEA funded assistive technology may request to attend their child's training sessions
- A process has been developed to ensure that SEA equipment is upgraded as needed. Equipment is upgraded if there are changes in student need or if the equipment is inoperative
- Designated technical support is provided for SEA equipment
- Reviewed Board to Board and elementary to secondary transfer process for students with SEA equipment to ensure prompt response to the needs of the incoming or outgoing student
- Elementary and Secondary Teachers were provided with various professional development opportunities that address accessibility issues. **See Appendix 4: Inclusionary Workshops and Professional Development for Board Employees 2017-2018**

**Technological Barriers Cont'd.  
That Will be Addressed in 2018-2019**

**Objective:** Support exceptional learners with assistive and adaptive equipment and programs.

<b>Strategy</b>	<b>Timeline</b>	<b>Responsibility</b>
<ul style="list-style-type: none"> <li>● Continue to provide in-service to staff and students on the utilization of assistive technology in order to build capacity across the System, e.g. <i>Dragon Naturally Speaking, Word Q, Worksheet Wizard, Boardmaker Studio, Read &amp; Write for Google</i></li> </ul>	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> <li>● 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.</li> </ul>	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> <li>● Provide training to staff and students with SEA funded assistive technology on the use of specialized equipment and programs</li> </ul>	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> <li>● 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</li> </ul>	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> <li>● Continue to implement the process to ensure that SEA equipment is upgraded as needed</li> </ul>	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> <li>● Maintain communication between the Special Education and Information Services Departments to ensure prompt delivery, set-up and maintenance of assistive technology</li> </ul>	Ongoing throughout the year	Special Education and Information Services Teams

**Information and Communication Barriers  
That Were Addressed in 2017-2018**

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

**Summary of Strategies to Remove Barrier:**

- The Information Services Team deployed additional WIFI access points and replaced older technology to facilitate increased usage of the Board's WIFI networks. This network also supports the use of personal electronic devices via our BYOD program. Final phase of expansion was completed in 2016-17
- SD WAN project to ensure 1MB/S per student at all locations

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

**Summary of Strategies to Remove Barrier:**

- Implemented changes to software images aimed at improving boot-up times
- Obtained feedback from end-users via multi stratified data collection approach to assess effectiveness of current computer systems in order to inform and direct planning priorities for future implementations
- Prioritized deployment of new hardware based on feedback from school based staff
- Worked collaboratively with Special Education team to leverage software ensuring accessibility for learners and in particular for EQAO testing
- Implemented a technology based process to provide in-class learning experiences to students from outside the school

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

**Summary of Strategies to Remove Barrier:**

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

**Information and Communication Barriers Cont'd.  
That Will be Addressed in 2018-2019**

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

<b>Strategy</b>	<b>Timeline</b>	<b>Responsibility</b>
<ul style="list-style-type: none"> <li>Execute final stage of WIFI Expansion Project to move to one access point (AP) per classroom</li> </ul>	Complete	Information Services Team
<ul style="list-style-type: none"> <li>Monitor HelpDesk for input and feedback to confirm appropriateness of deployment plan and assess effectiveness of in-year improvements</li> </ul>	Ongoing throughout the year	Information Services Team

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

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

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

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

***Policy Barriers  
That Were Addressed in 2017-2018***

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

***Summary of Strategies to Remove Barrier:***

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

***Policy Barriers Cont'd.  
That Will be Addressed in 2018-2019***

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

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

## ***Barriers to be Addressed Under the Multi-Year Accessibility Plan***

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

- Information and Communications,
- Employment,
- Transportation.

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

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

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

<b>Effective Date</b>	<b>IASR Requirement</b>	<b>IASR Section</b>	<b>Status</b>
<b>2013</b>			
January 2013	Policy/Statement: Develop, implement and maintain policies governing how the Board achieves or will achieve accessibility through meeting the requirements of the regulation.	<b>s. 3</b>	<b>Complete</b>
January 2013	Accessibility Plans: Establish, implement and maintain multi-year accessibility plan outlining Board's strategy to prevent and remove barriers, post on website, provide in accessible format upon request, review at least once every five years, update in consultation with persons with disabilities.	<b>s. 4</b>	<b>Complete</b>
January 2013	Procurement: Incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities, except where not practical.	<b>s. 5</b>	<b>Complete</b>
January 2013	Educational and training resources and materials: Every educational or training institution shall if notification of need is given, provide accessible or conversion ready educational/training material and student records and information on programs, availability and course descriptions.	<b>s. 15</b>	<b>Complete</b>
January 2013	Training to Educators: Provide accessibility training to educators with respect to accessible program or course delivery and instruction.	<b>s. 16</b>	<b>Complete</b>

<b>2014</b>			
January 2014	Training: Provide training with respect to Regulation 191/11, the Board's accessibility policy and the Ontario Human Rights Code to employees, volunteers, and others who provide goods, services or facilities on behalf of the Board as appropriate to their duties.	<b>s. 7</b>	<b>Complete</b>
January 2014	Feedback: Ensure processes for receiving and responding to feedback are accessible to persons with disabilities by providing accessible formats and communications upon request. Notify the public about the availability of accessible formats and communications supports.	<b>s. 11</b>	<b>Complete</b>
January 2014	Accessible websites and web content: <b><i>New sites/New content.</i></b> New internet websites and web content must conform to the World Wide Web Consortium Content Accessibility Guidelines (WCAG) 2.0 at Level A.	<b>s. 14</b>	<b>Complete</b>
January 2014	Recruitment: Notify employees and the public of availability of accommodation for applicants with disabilities in recruitment processes, materials and processes to be used, consult with applicants and arrange accommodation in a way that takes into account accessibility needs due to a disability, notify the successful applicant if the Board's policies for accommodating employees with disabilities.	<b>s. 22, 23, 24</b>	<b>Complete</b>
January 2014	Informing Employees of Support: Inform of policies used to support employees with disabilities including job accommodations. Provide information to new employees as soon as practical, and provide updated information when there are changes to existing policies.	<b>s. 25</b>	<b>Complete</b>
January 2014	Accessible formats and communication supports for employees: Consult with employee and provide/arrange for accessible formats and communication supports for information needed to perform the employee's job and for information generally available to employees in the workplace. Consult with the employee for suitability.	<b>s. 26</b>	<b>Complete</b>
January 2014	Document individual accommodation plans: Develop written process for developing documented individual accommodation plans for employees with disabilities.	<b>s. 28</b>	<b>Complete</b>
January 2014	Return to Work Process: Develop a written return to work process where a disability related accommodation is required, use individual accommodation plans.	<b>s. 29</b>	<b>Complete</b>
January 2014	Performance Management: Consider accessibility needs and individual accommodation plans in managing performance, in providing career development and when redeploying to another job or department.	<b>s. 30, 31, 32</b>	<b>Complete</b>

2015			
January 2015	Accessible formats and communication supports: Upon request, provide or arrange for the provision of accessible formats and communication supports for persons with disabilities, in a timely manner that takes into account the person's accessibility needs. Consult with the person for suitability. Notify the public about the availability of accessible formats and supports.	s. 12	Complete
January 2015	Libraries of educational or training material: Provide, procure or acquire an accessible or conversion ready format of print resources for a person with a disability upon request.	s. 18	Complete

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

2017-2018		
Type of Barrier	Strategy/Action	Target Date
Systemic	Review status of to ensure new staff have been trained: <ul style="list-style-type: none"> <li>● Accessibility Awareness training</li> <li>● IASR training</li> <li>● Introduced new training modules through new learning management system</li> </ul>	Complete
Systemic	Review status of Board Accessibility policies and procedures and update as required: <ul style="list-style-type: none"> <li>● Integrated Accessibility Policy and Procedures; Information and Communications</li> </ul>	Complete
Information and Communication	Review status of capacity of school libraries to provide accessible or conversion-ready of digital or multimedia resources for a person with a disability.	Ongoing preparation for 2020 deadline
Information and Communication	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG 2.0 Level AA standards.	Ongoing preparation for 2021 deadline
Physical	Installation of accessibility features. New school construction and renovations adhere to current building code as it relates to accessibility standards.	Ongoing 2017-2018

***The list described below highlights the accessibility action items for 2018-2021 to be completed.***

Type of Barrier	Strategy/Action	Target Date
Systemic	<p>Conduct employee survey with respect to Board accessibility and accessibility policies and procedures.</p> <p>Review Board accessibility plan, policies and procedures and update as required in consultation with persons with disabilities.</p>	Fall 2018
Information and Communication	Review status of capacity of school libraries to provide accessible or conversion-ready of digital or multimedia resources for a person with a disability.	Ongoing preparation for 2020 deadline
Information and Communication	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG 2.0 Level AA standards.	Ongoing preparation for 2021 deadline
Physical	<p>Installation of accessibility features.</p> <p>New school construction and renovations adhere to current building code as it relates to accessibility standards.</p>	Ongoing 2018-2020

### ***Review and Monitoring Process***

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

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

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

### ***Communication of the Plan***

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

Contact information for accessible format requests:

Brendan Deery, Principal of Special Education

Phone: (519) 627-6762

E-mail: [brendan.deery@st-clair.net](mailto:brendan.deery@st-clair.net)

## **Accessibility Planning Resources for School Boards:**

Accessibility for Ontarians with Disabilities Act (AODA), 2005

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

Accessibility for Ontarians with Disabilities

[www.oesc-cseo.org](http://www.oesc-cseo.org)

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

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

Canadian Standards Association:

B6521-95 Barrier-Free Design

B480-02 – Customer Service Standard for People with Disabilities

<http://www.csa.ca>

### **Ontario Disability Organizations:**

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

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

Canadian National Institute for the Blind (CNIB)

<http://www.cnib.ca>

Canadian Hearing Society

<http://www.chs.ca>

Canadian Mental Health Association – Ontario

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

Community Living Ontario

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

Multiple Sclerosis Society of Canada – Ontario Division

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

Learning Disabilities Association of Ontario  
<http://www.ldao.ca>

Little People of Ontario  
<http://www.lpo.on.ca>

Ontario Brain Injury Association  
<http://www.obia.on.ca>

Spinal Cord Injury – Ontario  
<http://www.sciontario.org/>

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

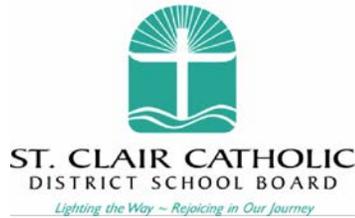
Ontario March of Dimes  
<http://www.lephenix.ca/>  
<https://www.marchofdimes.ca/EN/Pages/default.aspx>

The Easter Seal Society – Ontario  
<http://www.easterseals.org>

About Face International  
<http://www.aboutfaceinternational.org>

Ontarians with Disabilities Act – ODA Committee  
<http://www.odacommittee.net/>

Ontario Coalition for Inclusive Education  
<http://www.inclusive-education.ca/>



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

**Date: To be determined by Principal in January or February**

**Location: At Home School**

**Time: approximately 2 hours**

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

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

4. Interactive Feedback led by Principal (20 min)
  - Please [find your page on the Google Doc](#) in the folder and work with students to complete the answers to the following questions.

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

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

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

5. Thank You and Closing Thoughts
  - <https://www.youtube.com/watch?v=paj6bA3ktMs>
  - Please show the students this [Video of Thanks](#). \*\*Please note the Superintendent on this video, Deb Crawford, is now our Director of Education

**Accessibility Student Forum Results: January and February 2018**  
**Student Feedback on Accessibility in Schools was provided by 14 Schools**  
**in a session led by individual Principals**



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

## Student Feedback from Interactive Exercise:

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

St. Joseph, Tilbury  
St. Anne, Blenheim  
St. Agnes, Chatham  
St. Joseph, Chatham  
Christ the King, Wallaceburg  
St. Elizabeth, Wallaceburg  
St. Anne, Sarnia  
Monsignor Uyen, Chatham  
Gregory Hogan, Sarnia  
St. Philip, Petrolia  
Sacred Heart, Sarnia  
St. Michael, Bright's Grove  
St. Patrick Secondary School  
Ursuline College, Chatham

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

- Music class because some people can't play the instruments and get embarrassed
- Gym class because they may think that they are not good enough or are overweight or low self-esteem or not interested
- French- some people don't try because they think that they can't learn another language
- School teams- some don't try because some people will make fun of them
- When given tasks a student he gives up before trying
- At basketball and person was having trouble shooting and dribbling because of fine motor and gross motor skills
- Track & Field - student(s) running and not really understanding what to do in race
- Playing soccer- sometimes student with visual impairment can't see where the ball went
- Gym class - student in wheelchair harder to participate
- They may be more timid because they are afraid of getting hurt if they fall
- Playground - some students are not forgiving of those who may not know how to play
- Track and field day we have students who have anxiety and find it very hard to participate and may stay home
- Gym class, some students find it hard because they may have had surgery or there is too much competition
- When it was hard for a student to get around because of ice on the ground.
- A student with a walker cannot go in the snow or on ice and has trouble fully participating at recess.
- When we are supposed to be doing work in class and there is noise like tapping pencils and chairs making noises makes it hard to complete work and focus.
- Some people who do not like something do not bother trying or participating.

- People who are not good at reading and need a computer or extra help.
- Sometimes students cannot see from where they sit and do not say anything about it.
- Maybe you are allergic to a treat that is brought to class and cannot eat it.
- During team sports.
- During an activity where people didn't think they could do something well, so they avoided it.
- On some field trips when we went to places that were not accessible.
- Sometimes, when people don't feel that they know enough about the activity.
- When friends persuade others not to participate.
- When someone was in a wheelchair, it was hard for her to participate in gym and get around the classroom
- In gym class, one student doesn't have the strength or height to get close to the net when playing basketball
- Last year, one of our students with special needs had difficulty participating with the class and in physical activities
- Sometimes students are talking about a certain subject and one student doesn't know much about that subject and feels left out
- When the teacher knows that you know the answer so she doesn't pick you
- People with asthma have trouble with track n field
- Visual disability - science experiments
- Dodgeball - wall is further away than they think they are, they get out easily
- Track N Field - perceptual, lanes
- Phys. Ed - sit out because they afraid of getting hurt
- When we have play day, for some kids (asthma, anxiety, etc.) it is difficult with large groups.
- When we have competitive activities at school (some kids are really competitive and if you are not as good as others and feel badly)
- The doors are difficult for people with wheelchairs
- School track and field day (some people try their hardest and don't get a ribbon but others do well every year ) don't need to give ribbons
- Track and field day - students run around the track first because they have some physical disabilities.
- A girl on the basketball team, her glasses fly off at jump ball and the game has to stop for her to pick up her glasses.
- Student with EA would have had trouble participating on field trip with the support of two EAs
- School assemblies - some students do not like the noise so they have to wear headphones
- Cognitive disability during project/group so some students feel left out because they are not coming up with ideas as fast
- Cognitive disability - students may need extra support to fully understand what they need to do
- Going to the creek to fish with a friend who has a physical disability - not as easy to include them
- Field trip - walking trails - harder to include people through some trails
- Some behaviours/lack of social skills from students can limit them from making friends/playing with friends
- Terry Fox is held off site - a long walk,
- Play Day may have some issues,
- Beep Testing during gym,
- Going to Church through snowy parking lot,
- Skiing and Skating
- A girl with bad knees could not participate in gym.
- The sidewalks were very bumpy and it was hard to take my uncle for a walk. He is also allergic to the sun and it was hard to get him where he needed to go.

- A neighbour is allergic to the sun and he can't stop to talk to people outside because he has to hurry up and get inside due to the UV. He wears a hat and gloves. There is also a student in our school allergic to the sun and can't participate fully in outdoor activities.
- A student in our school is fed through a feeding tube by a nurse daily.
- When someone assumes that a person can't do something in gym class
- When someone lost her glasses and got in trouble for not participating
- When someone with a disability got picked on, they don't want to participate in group activities
- When someone gets in trouble for not stopping the noise that they make and they are not understood...
- When someone can't see or don't understand the instructions and it's not at their level of understanding
- If someone tells someone to stop "being annoying" and that person gets in trouble for talking
- Participating in class when no magnifying glass
- Communication about learning centre resources
- Academic awards for people in wheelchairs due to no (ramp to the stage)
- Attitudinal barriers with people who have disabilities (certain situations)
- Feels invisible around peers
- If you're in a wheelchair it may be hard to access everything like a field trip or certain floors
- Students in the Life Skills room they are down in there on their own most of the time
- Office door is heavy and it's not wheelchair accessible
- Students with certain allergies can't participate in special food days
- When you use speech to text you have to go to Resource

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

- Water day- students played together and engaged in a variety of activities, having fun, students encourage each other, no one felt left out
- Salad bar we put on - no student was going to be centered out for having a salad- everyone could have one
- School family activities
- Good News assemblies
- Mass and liturgies
- Music class
- EA support for all events and field trips,
- Fundraising for Rayjon,
- Canned food drive for St. Vincent de Paul,
- Jump Rope for Heart,
- Christmas Concert involvement,
- Christmas Lunch,
- Shrove Tuesday Lunch
- Carnival activity day
- Fun Day Activities (play day)
- Super hero day
- PJ day
- Terry Fox run

- Dance a thon
- Liturgy every Monday/Vocation Chalice
- Cancer walk for one of our students
- Sports jersey day
- Pass to everyone in gym class
- Muskoka woods in grade 7
- When teachers do 1-1 in class
- Use different balls when someone was scared of basketballs
- Drama activities
- Student council servant leadership
- Fun days - everybody participates
- EAs on field trips so all students can go
- Track and field and cross country - PEOPLE races
- Accommodating students at assemblies - headphones, use a microphone, visual on screen
- Vandenberg Cup - floor hockey - anyone from grade 6 - 8 can join
- Google read and write and other technology
- Track and Field, everyone gets to participate
- Sports teams
- Art club and chess club
- Terry Fox - no matter what, everyone walks/talks/runs and is acknowledged for their effort.
- School fun days and Olympic days (Jump Rope for Heart, Carnival).
- Pep rallies for sports teams - younger kids cheer on older kids.
- Paraliturgies
- Halloween and Valentine's Dance-a-thons where the whole school participates
- Social justice initiatives like Joyful Socks, Babies of Bethlehem
- Environmental initiatives - Garbage bag collection challenge to help the environment
- Terry Fox
- Cake Raffle
- Prayer services and masses
- Winter Carnival and play day (sometimes too crowded)
- Morning announcements for grade 8s
- Prayer Through Christian Meditation (all participate and each student could lead it in the leading class)
- Noncompetitive activities
- Cross country and chess (no one gets cut and everyone participates)
- Concert: if anyone wants a line, they get the opportunity, everyone is given a chance to participate
- School families-different grades to work together- older students learn to be responsible helping younger students
- Track & Field - other students run with students with disabilities
- Respect revolution - all students created a "people" train around gym and included everyone
- Intramurals- everyone gets a chance to play and get ball, students stand back and let everyone take shots

- Fun days (Play days, Carnaval & Math Carnival) are easier for everyone to participate because games are easier and less competitive, less pressure
- School plays and musicals
- Gym class
- Talent Show
- Mass
- 100 minutes of Physical Activity
- Making our Family Saint Families
- JK / SK Track and Field / Fun Day
- Halloween Dance
- Christmas Concert
- Jump Rope for Heart
- Defiance Running Challenge
- Good News Assemblies
- Feast of Christ the King
- Special Activities Days
- Poster Contest - Stand up to Bullies
- Track N Field
- Family Activities
- Jaga Dance A Thon -= people encourage others to participate, you can do your own thing
- Walking Club -
- St. Elizabeth Woods day
- Reading Olympics
- Reading Buddies
- Access to learning materials online
- Technology for every student to access
- Announcements
- School Family Activities get everyone involved because we play cooperative activities and games and it does not matter if you are fast, slow, or smart or the best at something- everyone can play the game because winning does not matter. It is the trying that counts.
- Team leaders for the family groups encourage everyone to play and have fun.
- When we celebrated Canada's 150th birthday.
- Christmas Carnival
- When our gym teacher made an accommodation so that everyone could play.
- When we all went to the movies together.
- On field trips when arrangements were made for specialized transportation.
- Learning centre provides lots of supports
- Dance team is very inclusive
- Technology is very accessible
- School tries hard to break down attitudinal barriers
- School does the best they can to stop attitudinal barriers

- More stigma and bullying in elementary; secondary has less of this
- Elevators
- Many buses for everyone
- Most teachers welcome all students
- School has a Wellness Committee who make announcements about initiatives they are doing
- In the talent show some students are able to show who they are in music instead of words because for some students it's a lot easier to explain who they are by playing the guitar
- Uniforms make us all the same, regardless of money
- Google classroom in some classes
- Art teacher was open to how our class showed their learning

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

- Encourage others to have a positive attitude
- Don't focus on negative things
- When we have assemblies we need to split up the groups so that the older kids can support the younger students. It can be hard for all to focus, so maybe dividing up the groups better would help since our school is so large.
- During food days have older kids hand out subs to the younger grades - more involvement in distribution.
- Make sure ramp access for wheelchairs,
- Make sure all activities have an entry point for all students,
- Encourage students to share their ideas with the Wellness Team when they talk about accessibility
- Asking students to join in more often - creating more events
- Asking student opinions - student voice
- Enact wellness committee activities
- In class, have questions repeated
- Everyone invited to all teams and clubs
- Get students more comfortable with each other (read alouds by student council to other classes, Wacky Wednesday fun days)
- At recesses, go over and have conversations with others
- Make sure no one is left out
- During announcements - talk about empathy, thoughtfulness, respect
- Have more clubs (art club)
- Have more days that appeal to older kids where they can take ownership of cultural types of activities that can be delivered to younger students. (Cafe, Teacher for a Day, Principal for a Day, Cultural Day)
- Extended recesses to build excitement.
- Whole school outdoor physical activity.
- Dances (after school for older students - Halloween, Valentine's)
- Grade 7/8's lead activities in the gym for younger students.
- Help others to better themselves i.e. volleyball if they can't serve help them to learn
- Less competition, more fun
- Doing a variety of activities to appeal to many different likes and learning styles

- Scribe for students
- Communication needs to improve so everyone knows what's happening. Ex: announcements
- Looking for the quiet person who doesn't always raise their hand or sign up for a club or sports
- Survey to see what students want in the school
- Promote a positive attitude and mindset
- More noncompetitive or rewarded activities or teams
- Kids stay in the classroom and don't take them out in the hallway far or another room; let everyone have a chance to work in the hall
- Don't make fun of people on the team try to help them
- Give people on your team a chance.
- Encourage students to try new things and congratulate effort
- Try to make "it" fun, so less pressure/risk
- Creating different games for different age groups
- Playing music in the mornings - instead of a bell - when the song ends, you need to be ready (don't repeat the same song every day)
- Asking students for their ideas (student voice)
- Suggestion box for improvements
- Compliment people on the things they do to boost their self esteem
- School dances- older students help students know how to dance
- Gear some activities to things that they are good at and will feel successful
- Lower the height of basketball net
- Make obstacle courses easier for them
- Have Low nets and high nets and let people choose.
- Ensure student with visual impairment has sporting equipment that enable him to play games/ball with bell in it so he can follow it.
- Students can write down on papers what they are not good at and teachers can find a different way to teach that to make it more fun.
- Give more options and choices for completing work to make it comfortable for everyone.
- Keep on building students' knowledge about attitude and how our brain works. We can keep on trying things and understand that mistakes are ok and we can learn from them.
- A comment box where student voice could be heard.
- Morning music and positivity announcements.
- More clubs and activities so that everyone's interests and abilities could be considered.
- Find out other ways to get magnifying glass via student supervisors
- We need more rock n roll instead of policies
- Some students might think the school needs to improve yet they need to advocate for themselves
- How about an EA in every classroom?
- More dress down days would improve overall positivity
- Continue printing off notes for students who have difficulty writing so students can read and review while the teacher is teaching it
- Having own laptop for quicker access to google
- Teach more teachers to use chrome extensions that help - grammarly helps with grammar, read and write helps with reading things your teacher gives you, google classroom in order to access your teachers with questions and review assignments
- Ask teachers to give marks for tests sooner than later
- Allow students to listen to music to help concentrate (some of us need it). Maybe an app that has pre-approved music

- Students should be allowed to do an assignment in a different way. Teachers shouldn't disagree with a student right away without listening

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

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

<https://www.youtube.com/watch?v=YOwDfnoek6E>



What Would you want to say?	Name/School (Optional)
Don't look at me strange - look at me the way you would anybody else	St. Matthew
Treat me as a human	CTK
I'm the same as you	CTK
Different is good	CTK
God made us in His vision, he is pleased with me, he is pleased with you	CTK
Everyone is different	CTK
I may not look the same or act the same, but I AM the same!	STAS
I have feelings just like you	STAS
Let me challenge myself	STAS
It's not the outside, it's the inside.	STAS
Treat me like you want to be treated.	St. Agnes

I'd want to talk to people in a friendly way.	St. Agnes
Get to know me, before you judge me.	St. Agnes
Don't assume that I need your help.	St. Agnes
I will ask for help if I need it.	St. Agnes
Just because I have a disability don't limit me I can do stuff as good as you can maybe even better.	SAB
It may take someone with a disability to get the hang of something but eventually they will get the hang of it. Give me a little more time.	SAB
Just because it might take a lot more time, I can persevere and prove you wrong	SAB
When you have a disability you need a lot of confidence because a lot of people might put you down	SAB
If I want to do something be more patient and give me more time.	SAB
It can be stressful to do ordinary things because it is harder.	SAB
Sometimes it is hard to do things that you can do, so if I give up help me gain confidence	SAB
Accept me for who I am.	SJT
Treat me like you treat everyone else.	SJT
Have patience for me.	SJT
Don't underestimate me.	SJT
Don't look at me like I'm a zoo animal.	SHS
Don't laugh at me.	SHS
Don't treat me extra nice; treat me like a normal person.	SHS
I don't want special treatment.	SHS
Understand me.	SHS
Take a minute to talk to me.	SHS

Don't underestimate me.	SHS
Don't feel sorry for me.	SHS
Stop helping me	MU
I'm a child of God, just like you	MU
I might do it different but I still can	MU
Everyone is special in their own way	MU
I can be great too	MU
I can do wonders	MU
Don't limit me	SPP
I can do just as much as you	SPP
Try me	SPP
I am not going to hide who I am	SPP
I am human too	SPP
My disability doesn't limit me	SPP
Just because I have a disability doesn't mean that I can't do anything	SMBG
Treat like me like me how you would treat your peers	SMBG
Don't limit me	SMBG
Teach me the same way!	SMBG
Teach me to believe in myself	GAH
Anything is possible if you have the right supports	GAH
Get to know me for my inner potential and not my disabilities.	GAH
Don't judge me for what I can't do but get to know me for what I CAN do!	GAH

Stereotypes can limit people of any ability.	GAH
All kids want to be included.	UCC
There should be a late bus within Chatham so walkers can also stay late.	UCC
Don't limit other people through assignments. Give students choice over assignments	UCC
The sky's the limit	St. Pat's
Don't make assumptions based on my looks or when you read my IEP	St. Pat's
EA's need to let students think for themselves and put boundaries around their help	St. Pat's
Spectrum of disabilities is large so EA support would depend	St. Pat's
I am more than a disability or a weakness	St. Pat's
We are equals	St. Pat's

**Inclusionary Workshops and Professional Development for Board Employees 2017-2018**  
**K-12 Curriculum Team**

Timeline	Targets	Topics	Facilitators
September	New Program Resource Teachers	<b>Orientation</b> - Introduction to the key components of the PRT role	Janet Boyle Lisa Thompson-Power Sara Vadovic
September	Grade 2 teachers, Program Resource Teachers	The Grade 2 classroom teachers and Program Resource Teachers were trained in the Lexia Reading Core5 reading program. This program is a research-proven, blended learning program that accelerates the development of fundamental literacy skills for students of all abilities in grades pre-K-5. As the St. Clair Board is piloting this program for at risk readers in the elementary level (grade 2 at risk students and students with a Communication: Learning Disability were main targets for the pilot).	Trainers from Lexia Program
February - June	EAs	Fifteen EAs were chosen to participate in a 40 hour online training provided by the Geneva Centre. This is a new training being offered this year to pilot school boards centred around the coursework of a Registered Behaviour Technician. In addition, the EAs are provided with 10 hours of professional learning communities focused on behaviour skills training.	Katey Coffey Amy Hawkes
Four times throughout the year	Program Resource Teachers	The PRT group has received training in both large and small group settings. The information is used on an on-going basis in their schools with the students and staff. The group has been trained and/or provided inservice in the following areas: Gifted Screening and Scoring, Collaborative and Proactive Solutions, IEPs, IEP Engine, Wellbeing Pathway to Care, tools used by Amethyst Provincial School, Implementation of Lexia Core Reading Program	Brendan Deery Janet Boyle Joan Martell Lisa Thompson-Power Sara Vadovic
Two times first term	Secondary Teachers	<b>21st Century Learning for All</b> - This year, a strong focus was placed on developing understanding of psychoeducational assessments and the link to IEPs at the secondary level.	Mike Giroux Scott Johnson Sara Vadovic Caroline VanRoestel-Seward

September 2016 - June 2017	Classroom Teachers, Program Resource Teachers, Long Term Occasional Teachers	<b>Geneva Online Training</b> – 10 educators have taken an online ABA course for Educators. This year participants had a choice between four available courses. Upon completion, new educators or those new to supporting students with ASD will be better prepared to facilitate engaging learning opportunities and successful school experiences for students with this diagnosis.	Geneva Centre
Ongoing	EAs, ECEs and Emergency Response Team Members	<b>Behaviour Management Systems</b> - The BMS philosophy was developed by educators for educators to safely and effectively manage student behaviours in a way that is safe for both the student and staff member(s). The main emphasis of BMS is prevention and non-physical interventions. It stresses the necessity of knowing the child, understanding triggers for behaviour, acting on “early warning signs”, and making use of calming and de-escalation techniques. The secondary emphasis of BMS is defensive techniques (avoidance, releases, blocks) coupled with calming and de-escalation techniques, and if all else fails, the use of safe restraint methods (an absolute last resort rarely required by most staff) coupled with calming and de-escalation techniques.	Heather Carron-Doyle Sarah Nelson Lynn Tourangeau Sara Vadovic Alisha White Michele Williams
Ongoing, as requested	School Teams system wide	Ongoing training sessions are provided across the System (Read and Write for Google, Kurzweil, Dragon, Word Q)	Joan Martell Jan Lemak
As needed	Upon request to school staff	<b>ABA Training/Universal Supports/Structured Learning Environment/H.E.L.P</b> - The Universal Support resource is used to increase student independence, improve learning opportunities, and create inclusive environments. ABA is the application of behavioral principles that will, over time, increase or decrease targeted behaviors. HELP in-service was provided to school teams to aid in the development of appropriate programs for students accessing alternate curriculum areas.	Jill DeMaeyer Lynn Tourangeau Sara Vadovic Kathy Robertson Lisa Thompson-Power Janet Boyle
On-going and as requested	Principals and Vice Principals; Select School Staffs/ Students	Culture training for Principals and Vice Principals. Several schools have workshops/learning sessions focused on cultural arts and crafts.	Tracy Verstraeten
Ongoing	K-12 Teachers involved in board initiatives e.g.: Conditions and Foundations for	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	Brenda Corchis Caroline VanRoestel-Seward Tracy Verstraeten

	Learning, Renewed Math Strategy Math Rep and increased and intense support school sessions, Math LD Sessions, Applied Math, Early Years Sessions, Learning Resource Centre Support Sessions, Adolescent Literacy, FNMI cultural experiences etc.	highest levels of appropriate educational and personal development. Addressing the learning needs of the learner in applied courses. Academic conversations to enhance learning for all students. Ongoing PD for teachers in 21st Century learning/ teaching is offered to all learning teams and to individual teachers/groups of teachers. Many 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.	Chris St. Amand Janice Prangley Kerri Jordan Danielle Karlsson Michael Giroux
Several meetings	K-12 teachers	Blended Learning- using the provincial LMS (learning management system) which has a variety of tools for use as assistive technology and differentiated instruction	Michael Giroux
Ongoing	K-12 teachers	Google Apps for Education Training and use of BYOD.	Brenda Corchis Caroline VanRoestel-Seward Chris St. Amand Michael Giroux
Throughout the school year (various opportunities)	K-12 teachers Parent Councils Community partners	Trauma Informed Schools	Christine Preece Mandy Guenette Student Support and Wellbeing Members
September to December 2017	All staff in school board Community partners	Pathway to Care	Student Support and Wellbeing Team members
Throughout the school year	Most classrooms in the school board	Mind UP	Student Support and Wellbeing Team members
November 2017  March 2018	Principals, Administration, Some teachers	Mentally Healthy Schools	C. Blair D. Mancusi D. Restivo-Karlsson J. Morrow C. Preece

October 2017 (4 sessions)	Parents, Itinerant Teachers, Principals, Spec Ed Dept.	How Physically Literacy impacts social-emotional learning?	Dean Kriellaars C. Preece (organized)
August 2017	Secretaries	Understanding mental health in students	C. Preece
January and February 2018	PRT and principals	Suicide Intervention Training SCCDSB suicide prevention and Intervention protocols	Canadian Mental Health Association C. Preece A. White L. Ducharme
March 2018	Some principals Members of student support and wellbeing team	Strength based healthy schools approach	Various presenters

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

<b>Facility</b>	<b>Project Description</b>	<b>Cost</b>	<b>Completion Date</b>
Ursuline College	Installed auto opener & motion sensors to washroom	\$5,000	Completed in 2012
	Barrier-free upgrades to main office (millwork, doors)	\$125,000	Completed in 2015
	Replaced elevator & upgraded to barrier-free	\$150,000	Completed in 2016
	Lowered 4 water fountains to meet barrier-free height access	\$10,000	Completed in 2016
Holy Family	Installed auto openers to front entrance	\$2,000	Completed in 2011
	Installed water fountain (meets barrier-free requirement)	\$6,000	Completed in 2016
St. Peter Canisius	Added barrier-free washroom	\$30,000	Completed in 2013
Holy Trinity	Installed tracking system in barrier-free washroom	\$8,000	Completed in 2016
	Parking lot & sidewalk - barrier-free upgrades	\$50,000	Completed in 2016
Holy Rosary	Installed auto openers to front entrance & barrier-free washroom	\$7,500	Completed in 2011
	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
Christ The King	Installed auto openers to front entrance	\$2,500	Completed in 2011
	Installed sidewalk accessible ramp & auto opener to exterior Childcare entrance	\$14,500	Completed in 2012
	Installed water fountains (meets barrier-free requirement)	\$3,000	Completed in 2016
	Installed new main entrance doors c/w auto door openers & renovations to main office	\$80,000	Completed in 2016
Georges P. Vanier	Installed auto openers to front entrance	\$2,500	Completed in 2011
Good Shepherd	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
Monsignor Uyen	Installed auto openers to front entrance	\$2,500	Completed in 2011
Our Lady of Fatima	Installed auto openers to front entrance	\$2,500	Completed in 2011
Sacred Heart, Sarnia	Convert boys washroom to barrier-free	\$10,000	Completed in 2016
St. Agnes	Installed auto openers to front entrance	\$2,500	Completed in 2011
	Converted washroom to barrier-free	\$7,600	Completed in 2013
	Construct a barrier-free washroom	\$20,000	Completed in 2015
St. Anne, Blenheim	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. John Fisher	Boys & Girls washroom upgrade	\$2,500	Completed in 2011
	Construct a barrier-free washroom	\$200,000	Completed in 2015
	Add entrance opener to front entrance door		
	Add designated parking spaces and proper walkways Add access ramp to rear yard		

St. Joseph, Chatham	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. Joseph, Tilbury	Installed auto openers to front entrance	\$2,500	Completed in 2011
	Added barrier-free washroom in Full Day Kindergarten (FDK) class	\$9,000	Completed in 2012
	Added 3 barrier-free washrooms and installed 2 entrance auto openers to Childcare wing	\$100,000	Completed in 2014
	Parking lot & sidewalk - barrier-free upgrades	\$50,000	Completed in 2015
St. Michael, Bright's Grove	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
St. Michael, Ridgetown	Installed auto openers to front entrance	\$2,500	Completed in 2011
	Added barrier-free washroom	\$25,000	Completed in 2015
	Installed auto opener to child care entrance	\$25,000	Completed in 2015
	Added barrier-free parking space & sidewalk to child care entrance	\$50,000	Completed in 2015
	Installed 2 water fountains (meets barrier-free requirement)	\$6,000	Completed in 2016
St. Ursula	Installed auto openers to front entrance	\$2,500	Completed in 2011
St. Vincent	Installed auto openers to front entrance	\$2,500	Completed in 2011
	Modified girl's washroom to accommodate student's accessibility needs	\$5,000	Completed in 2016
St. Philip	Installed auto openers to south entrance	\$2,500	Completed in 2011
	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
St. Elizabeth	Installed 2 sets of auto openers	\$5,000	Completed in 2011
	Added barrier-free washroom	\$30,000	Completed in 2013
	Installed water fountain (meets barrier-free requirement)	\$6,000	Completed in 2016
St. Patrick's	Secondary School Addition & Renovation	\$500,000	Completed in 2014
	Addition of 6 barrier-free washrooms		
	Special Education Classroom -barrier-free kitchen, track & lift in washroom and classroom		
	Health Sciences Classroom – barrier-free kitchen, track & lift in washroom		
	Food Services Classroom – accessible workstation		
	Science Classrooms – accessible lab stations		
	Resource Centre/ Library – ramps		
	Addition of elevator in lobby		
	Installed 2 water fountains (meets barrier-free requirement)	\$6,000	Completed in 2016
	Installed auto door opener on Library door (2nd floor)	\$10,000	Completed in 2016
Catholic Education Centre	Upgraded existing lobby washroom to barrier-free	\$25,000	Completed in 2016
Various Schools	2015 Facility Accessibility Review (28 schools)	\$20,000	Completed in 2015

## Summary of Community Partner Feedback

### Respondent Summary:

The Annual Accessibility Plan for 2017-2018 was sent to thirteen community agencies for their review and feedback. The agencies were asked to make comments/suggestions regarding the strategies to address and remove barriers within each of the five areas: Attitudinal, Architectural and Physical, Technological, Information and Communication, and Policy.

The feedback provided by the respondents for the Board's Annual Accessibility Plan for 2017-2018 was favourable. St. Clair Child and Youth Services commented that the 2017/2018 Accessibility Plan was "well written with purpose and consideration towards addressing potential barriers for students, staff and community to ensure student success". The feedback also stated that the "partnership with St. Clair Catholic District School Board is a very rewarding and positive one and together we continue to explore innovative ways to make service more accessible for students with mental health challenges based on identified need and community gaps".

The Children's Treatment Centre made some of the following suggestions: consider implementing more visually alerting systems such as monitors with written words for announcements etc. for students that are deaf/hard of hearing, include training regarding working with students with communication needs as this is often missed as an accessibility issue, and consider access to playground areas for children with mobility aids. The entirety of their suggestions will be shared with the Accessibility Committee.

Other respondents included Community Living Chatham Kent and Community Living Wallaceburg.