



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

**Accessibility Plan**  
**St. Clair Catholic District School Board**  
**2016 to 2017**

**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, 2016**

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

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## ***Executive Summary***

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

The *Accessibility for Ontarians with Disabilities Act, 2005* (the "AODA") is a Provincial Act with the purpose of developing, implementing and enforcing accessibility standards to make the province accessible for all people with disabilities by 2025. Since 2005, two regulations outlining accessibility standards have been made under the AODA. The first regulation was the Accessibility Standards for Customer Service (O. Reg. 429/07). The second was the Integrated Accessibility Standards Regulation (O. Reg.191/11) (IASR). One of the requirements of the IASR is to develop, implement and maintain a multi-year accessibility plan to outline strategies to prevent and remove barriers and meet the requirements of the IASR. As a result, the St. Clair Catholic District School Board developed a Multi-Year Accessibility Plan for the period 2013 to 2015.

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

## ***Aim***

This Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board has taken in the past as well as measures that will be taken during the next year (2016-2017) to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools.

## ***Objectives***

This plan:

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

## ***Commitment to Accessibility Planning***

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

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

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

The St. Clair Catholic District School Board was created January 1, 1998 as the result of amalgamation of the former Kent and Lambton County Roman Catholic Separate School Boards. We provide educational services to approximately 9,000 students in 28 elementary and secondary schools.

### **The Board Vision Statement**

Lighting the Way ~ Rejoicing in Our Journey

### **The Board Mission Statement**

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

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

## ***The Accessibility Working Group Members for 2015 - 2016***

**Deb Crawford**, Superintendent of Education

**Julie Knight** (Chair), Principal

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

**Christine Lambert**, Principal

**Sherrie Daudlin**, Principal

**Karen Dolson**, Manager - Planning Services

**Patricia Leblanc-Jaeger**, Manager - Information Services

**Tony Montanino**, Manager - Facility Services

**Lisa Burden**, Safety and Disability Administrator

**Sara Vadovic**, Consultant - Program Resource

## ***Types of Barriers***

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

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

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

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

## ***Barriers That Were Addressed in 2015-2016***

### ***Attitudinal Barriers***

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

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

- A number of professional development opportunities and training have been provided for all staff throughout the year. These include: Mentally Healthy Schools; Safe Talk; Resiliency; Mental Health Literacy; Parent Engagement; Building Resilient Children; 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 2015-2016**
- 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, Mental Health Literacy training, Parent Education on Resiliency and principal education on promoting wellbeing through child engagement strategies. Lambton-Kent District School Board, Rebound and St. Clair Catholic District School Board hosted a parent engagement conference, focused on mental health awareness and their children.
- Communication plan to address stigma in our schools. Wellbeing bulletin boards, prayers cards with wellness tips, posters, videos and newsletters were developed for school community members.
- A broad representation of members has been maintained on the Accessibility Committee. Members include principals, staff from K - 12 Learning Services Team, Corporate Services, Planning and Facility Services, Information Services, and Human Resource Services.
- School climate surveys were completed with students in grades 4 through 12 that will measure the culture of school environments (mental wellness, diversity, inclusivity, sense of belonging, environmental supports).
- Information from the Supporting Minds document was condensed into a user-friendly format and compliments five on-line training modules for staff, related to Mental Health and Well-being.

**Attitudinal Barriers Cont'd**  
**Barriers That Will be Addressed in 2016-2017**

**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 2016-2017</li> <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> <li>● Maintain broad representation on the Accessibility Committee</li> <li>● The information gathered from the School Climate Surveys will be collated and a report will be written for the entire St. Clair Catholic District School Board. As well, individual reports will be given to schools to help guide them in the development of their Safe and Healthy School Action Plans and the implementation of wellbeing initiatives.</li> </ul> | <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p> <p>Beginning September 2016</p> | <p>Mental Health Lead; K-12 Learning Services Team</p> <p>K-12 Learning Services Team</p> <p>Superintendent of Education – Special Education</p> <p>Mental Health Lead; K-12 Learning Services Team<br/>School Administrators and Superintendent of Education – Special Education</p> |

**Architectural and Physical Barriers  
Barriers That Were Addressed in 2015-2016**

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

**Summary of Strategies to Remove Barrier:**

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

**Barriers That Will be Addressed in 2016-2017**

**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> <li>● Facility Services will work in consultation with the Special Education Department and school communities</li> <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> | Ongoing throughout the year  | Facility Services     |
|  | Ongoing throughout the year  | Facility Services     |
|  | Study was completed in 2016<br>Items will continue to be addressed - ongoing throughout the year | Facility Services     |

**Technological Barriers**  
**Barriers That Were Addressed in 2015-2016**

**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*
  - *Worksheet Wizard*
  - *Dragon Naturally Speaking 11* (voice to text)
  - *Read and Write for Google*
  - *Word Q* (word prediction software)
- 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 *Premier Suites*, *Kurzweil*, *Word Q* and *Dragon Naturally Speaking 11*. This also provided additional support for students in Grades 3 and 6, in preparation for the EQAO assessment.
- Students with Special Equipment Amount (SEA) funded assistive technology continue to be provided with several hours of individualized training by the Itinerant Assistive Technology Teacher as well as a SEA Technology Trainer. School staff were invited to participate in the training with the students. *Premier Suites*, *Dragon Naturally Speaking*, *Word Q*, *Kurzweil*, *Worksheet Wizard* and *Read and Write for Google* have been the focus.
- In order to provide a continuity of support for the exceptional learners in the school and home environments, training opportunities for parents on various programs are available upon request by the individual school principal. The *Premier at Home* link is available on the Board website. As well, *Word Q* is available from the Program Resource Teacher for installation on home computers. *Read & Write for Google* continues to be available system-wide, as well as for home use. This program is accessed through the student's SCCDSB account. Parents of children with SEA funded assistive technology may request to attend their child's training sessions.
- A process has been developed to ensure that SEA equipment is upgraded as needed. Equipment is upgraded if there are changes in student need or if the equipment is inoperative.
- Designated technical support is provided for SEA equipment.
- Reviewed Board to Board and elementary to secondary transfer process for students with SEA equipment to ensure prompt response to the needs of the incoming or outgoing student.
- Elementary and Secondary Teachers were provided with various professional development opportunities that address accessibility issues.  
**See Appendix 4: Inclusionary Workshops and Professional Development for Board Employees 2015-2016**

**Technological Barriers Cont'd**  
**Barriers That Will be Addressed in 2016-2017**

**Objective:** Support exceptional learners through the use of 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>Premier Suites, 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. Training will also continue to be offered to Grade 2 and Grade 5 classroom teachers and students upon request.</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 and Information Services Teams |
| <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 |
| <ul style="list-style-type: none"> <li>Continue to provide professional development for staff on differentiated instruction, incorporating a technology component to address the effective use of assistive technology in the classroom</li> </ul>  | Ongoing throughout the year | Special Education and Information Services Teams |

**Information and Communication Barriers  
Barriers That Were Addressed in 2015-2016**

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

**Summary of Strategies to Remove Barrier:**

- The Information Services Team deployed additional WIFI access points and replaced older technology to facilitate increased usage of the Board's WIFI networks. This network also supports the use of personal electronic devices via our BYOD program. Final phase of expansion to be completed in 2016-17.

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

**Summary of Strategies to Remove Barrier:**

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

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

**Summary of Strategies to Remove Barrier:**

- Continued deployment of new technologies
- Continued and expanded access to Bring Your Own Device (BYOD) to all students and staff working in learning areas
- Increased network capacity (bandwidth) to meet network users' increased needs

**Information and Communication Barriers cont'd**  
**Barriers That Will be Addressed in 2016-2017**

**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>   | Ongoing throughout the year | 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> </ul> | Ongoing throughout the year | Information Services,<br>Special Education Teams |

**Policy Barriers**  
**Barriers That Were Addressed in 2015-2016**

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

**Summary of Strategies to Remove Barrier:**

- All policies are reviewed on a cyclical basis and will include consideration of Equity and Inclusion and Accessibility legislation.
- Accessibility Standards for Customer Service Policy and associated procedures were reviewed this year. These include: Uses of Assistive Devices by the General Public, Use of Support Person by the General Public, Use of Service Dogs, Equity and Inclusive Education, Notification of Disruption of Service, and Monitoring and Feedback on Accessibility Customer Service

**Barriers That Will be Addressed in 2016-2017**

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

| <b>Strategy</b>  | <b>Timeline</b>             | <b>Responsibility</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   | <b>s. 15</b>        | <b>Complete</b> |

|              |   |               |          |
|--------------|---|---------------|----------|
|              | is given, provide accessible or conversion ready educational/training material and student records and information on programs, availability and course descriptions.   |               |          |
| January 2013 | Training to Educators: Provide accessibility training to educators with respect to accessible program or course delivery and instruction.   | s. 16         | Complete |
| <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.  | s. 7          | Complete |
| January 2014 | Feedback: Ensure processes for receiving and responding to feedback are accessible to persons with disabilities by providing accessible formats and communications upon request. Notify the public about the availability of accessible formats and communications supports.  | s. 11         | Complete |
| January 2014 | Accessible websites and web content: <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.   | s. 14         | Complete |
| January 2014 | Recruitment: Notify employees and the public of availability of accommodation for applicants with disabilities in recruitment processes, materials and processes to be used, consult with applicants and arrange accommodation in a way that takes into account accessibility needs due to a disability, notify the successful applicant if the Board's policies for accommodating employees with disabilities. | s. 22, 23, 24 | Complete |
| January 2014 | Informing Employees of Support: Inform of policies used to support employees with disabilities including job accommodations. Provide information to new employees as soon as practical, and provide updated information when there are changes to existing policies.  | s. 25         | Complete |
| January 2014 | Accessible formats and communication supports for employees: Consult with employee and provide/arrange for  | s. 26         | Complete |

|              |  |                      |                 |
|--------------|--|----------------------|-----------------|
|              | 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.   |                      |                 |
| 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> |
| <b>2015</b>  |  |                      |                 |
| 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. | <b>s. 12</b>         | <b>Complete</b> |
| 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.  | <b>s. 18</b>         | <b>Complete</b> |

The list described below highlights the accessibility action items for 2016-2017 to be completed.

| <b>2016-2017</b>              |   |  |
|-------------------------------|---|--|
| <b>Type of Barrier</b>        | <b>Strategy/Action</b>  | <b>Target Date</b>                     |
| Systemic                      | Review status of to ensure new staff have been trained: <ul style="list-style-type: none"> <li>• accessibility awareness training</li> </ul>  | On-going 2016-2017                     |
| 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> <li>• Emergency Response Plan Procedures</li> </ul> | On- going 2016-2017                    |
| Information and Communication | Review status of capacity of school libraries to provide accessible or conversion-ready of digital or multimedia resources for a person with a disability   | On-going 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  | On-going 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  | On-going 2016-2017                     |

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

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

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

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

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

The St. Clair Catholic District School Board's accessibility plan will be posted on the Board website at [www.st-clair.net](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>

Directory for Accessibility

<http://www.accessibilitydirectory.ca>

Canadian Standards Association:

B6521-95 Barrier-Free Design

B480-02 – Customer Service Standard for People with Disabilities

<http://www.csa.ca>

### **Ontario Disability Organizations:**

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

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

Canadian National Institute for the Blind (CNIB)

<http://www.cnib.ca>

Canadian Hearing Society

<http://www.chs.ca>

Canadian Mental Health Association – Ontario

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

Community Living Ontario

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

Multiple Sclerosis Society of Canada – Ontario Division  
<http://www.mssociety.ca/ontario>

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

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

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

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

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

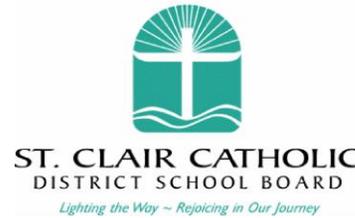
Ontario March of Dimes  
<https://www.marchofdimes.ca/EN/Pages/default.aspx>

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

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

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

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



## **Annual Accessibility Plan - Student Forum**

### **St. Clair Catholic District School Board**

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

**Location: At Home School**

**Time: approximately 2 hours**

The purpose of this forum is to educate on the importance of acceptance as well as to enable us to find out if there are any accessibility concerns in our buildings 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=I3znaXhJbys>
2. Introductions of Students & Video (20 min)
  - “Getting to Know You” -Two truths and a lie
  - <https://www.youtube.com/watch?v=YOWDfnoek6E>
  - Listening for meaning:** Who would you recommend this video to and why? [Document your students’ thinking here](#)
3. Barriers (30 min)
  - [Types of Barriers Kahoot](#) (Remember your students will need a device and should go to kahoot.it and enter the game pin)
  - Diversity Kits Activities
    - Choose 2 or 3 depending on timing (You will need to contact Sara Vadovic to get a kit sent to your school)
  - If you were making the video we started with, what would you want to say to the people around you? [Record your thinking here](#)

4. Interactive Feedback led by Principal (20 min)

- Please [find your page on the Google Doc](#) in the folder and work with students to complete the answers to the following questions.

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

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

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

5. Thank You and Closing Thoughts

- <https://www.youtube.com/watch?v=paj6bA3ktMs>
- Please show the students this [Video of Thanks](#).
- A token of our thanks: Tangle, prayer card

## Accessibility Student Forum Results: February and March 2016

### Student Feedback on Accessibility in Schools was provided by 6 Schools in a session led by individual Principals



Students using the diversity kits are asked to put nuts and bolts together on their own and then once wearing large work gloves. *“This is frustrating! The activity was helpful to know what a physical disability would feel like”* -Grade 10 students.

This picture was taken as the clock was counting down until they had to stop. Comments in the last 10 seconds included:

- *“I’ve only one done yet! Only ‘cause these hands are HUGE!”* (Gr. 7 boy)
- (When the countdown began) *“Oh, no, no, no!!”* (Gr. 7 girl)
- (As the buzzer rang, the Grade 7 girl in the middle screams) *“Urrrgh!!!”*



## Student Feedback from Interactive Exercise:

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

Our Lady of Fatima, Chatham  
St. Michael, Ridgetown  
Sacred Heart, Port Lambton  
Holy Trinity, Sarnia  
Good Shepherd, Thamesville  
Ursuline College, Chatham

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

- students with physical disabilities had difficulty participating in all activities in phys ed class
- a disability prevented younger students from participating in some class/ school activities
- sometimes people with disabilities have a harder time in relationships/ friendships with others; maybe because of difficulty communicating with each other
- Someone couldn't participate in gym class because she had a problem with her lungs.
- On Track and Field Day, a student had a broken arm and couldn't participate.
- When someone has a concussion they can't fully participate.
- When we go skating, the JK/SK students don't go because they can't all skate and might get run over. They also can't do up their skates and there aren't enough people to help
- When people had broken arms/legs etc. and couldn't do all the activities in gym
- Some students get left out of games in the yard because they have trouble getting along with other students.
- Some students can't play sports as well as others and don't want to play because they know they don't have the skills
- Some of the activities in the gym my sister cannot participate in because she is in a wheelchair
- hallways can be crowded at times when the students are coming in from outside
- Afraid of getting the answer wrong, so I try to avoid answering(all kids agreed and talked about ways they avoid)
- Having asthma makes it difficult to participate in gym

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

- Grade 8 organize special days that involve activities across divisions and all students K-grade 8 are included
- teachers and other students encourage others to participate regularly
- at UCC the water fountains are being lowered so that students in wheelchairs can access them
- UCC is providing grade 8 students with a lot of opportunities for transition activities so that they feel welcome when they go to secondary

- Community Living RESPECT tour - all students see the presentations that happen at the schools and a variety of students are invited to participate
- On Playday everyone draws a flag for their teams, grade 6,7,8 lead and sometimes younger students don't feel they get to help our school but this gets everyone involved.
- On Track and Field day a student who couldn't participate helped a teacher instead.
- Teachers have students do other work when they can't be in the gym (e.g., concussion).
- Games are modified by students at recess time to make sure everyone can participate (e.g., someone with a sprained wrist had friends play soccer instead of football).
- School Family Activities (Valentines for Veterans, Play Day, Carnival/Winter Games, Flash Mob)
- Good News Assemblies we sit in our School Families.
- Connecting our School with Kindness - people holding hands around the school.
- Assembly regarding acceptance
- Friendship Volleyball tournament
- Accessible washroom put in with our new renovation.
- Beecroft Baseball - A family baseball game to raise money CRPS because of a student who was affected in our school
- Family Movie Nights
- Terry Fox Walk
- Christmas Floats, Christmas Luncheon
- During school families all students are involved and older students are able to get to know everyone and be leaders in the activities
- Terry Fox Run ... all students were involved in the Run because we did it in families and everyone ran for the same cause and the older students helped the younger ones
- Fund raisers ... money raised makes it possible for all students to go on trips even if they can't afford it
- Everyone participates in our school track and field meet and the activities are set up so that all students can do them. There are different activities for different ages.
- When we made candy houses, the older students paired up with younger ones to help them decorate their houses
- During reading buddies, older students help younger ones with their reading
- The school tries to have activities that students want to be a part of, such as art club, green team, social justice club, yearbook, photography ... also have school sports teams but not everyone likes sports. This way, everyone gets to be a part of something.
- Senior students get to be on school leadership teams and have more of a voice in what is done in school. It gives them a say in what activities will be done at the school.
- The video that the school produced for the board meeting ... every student in the school was involved in the the video.
- The EAs are really good and really love my sister.
- They will do whatever they can to have her participate
- Christmas Concert - she used her ipad to communicate her part of the performance
- In gym the staff push her around
- every station for the our Annual Play Day had to have an alternate option for students who have accessibility issues

- all students went to Boler Mountain to participate in the activities
- Muskoka Woods - “Challenge by Choice”
- different school events-Wacky Wednesday, pyjama day, read-a-thon etc., Good News Assemblies,
- Leadership groups that encourage Grade 7/8 to involve all other students
- Staff in the building make the biggest difference as they encourage all of us and participate in activities themselves
- Christmas Luncheon and Christmas Float

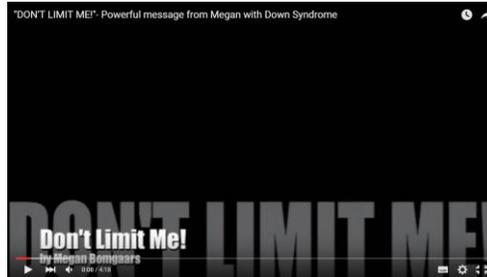
### **3. How could your schools improve everyone’s participation?**

- Automatic doors with buttons (only at front doors currently)
- Accessing extra space within the school (e.g. empty classrooms, especially for music) for different opportunities to work together
- Always provide alternate opportunities for students with any physical barriers, or try to make all our activities accommodating for all.
- Recognize that everyone has disabilities, they are just not all visible. Presume that someone may have a disability and be accepting of others.
- Talk in class about Mental Illness. Depression and Anxiety are “disabilities” too so be accepting to everyone!! If you change the ‘i’ in illness to ‘we’ it becomes wellness.
- Act like you’re having the best time in the world. If you’re not having fun, you might just be boring.
- Be kinder than necessary.
- Recognize that challenging activities end up being more fun in the end.
- Doing more things altogether as a school.
- More school family activities
- More school clubs that the younger students can participate in
- More things to do in the school yard ... the younger students can’t always go on the equipment during the winter and some of the equipment isn’t safe.
- Not enough yard supervisors ... have to cut down the play area because there aren’t enough supervisors and the playground has to be closed because there is no one to supervise.
- Get the whole school involved in cleaning up the Peace Garden so that we can use it for classes and at recess
- There is a bit of a ledge going from the tile flooring into some of the rooms in our school.
- Some of the rooms are tight (with all of the desks) and it is difficult to be able to move a wheelchair around
- Put a walking track around the yard so all students can have access to the yard space
- Less worksheets, use different ways to get us involved...some of us like the strategies that were used in Gr. 1/2 where there was lots of songs and music to get us involved
- Use a variety of ways for us to learn as we are all different and will respond better to different ways

*\*\*\*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)   |
|---|--------------------------|
| Help me, don't hate me. If you see I'm being disruptive in class, don't hate me for it, help me to know I'm doing it so I can try to learn not to.  | Jordan, St. Mikes        |
| Don't treat me like I'm any different. We're still people too, they're just like you, they just have different struggles than us.   | Jenna, St. Mikes         |
| The support I need is... (Individual can let people know - based on communication instead of just doing things).  |                          |
| Respect me by asking me if I want support   |                          |
| Don't assume that I need your help or that I don't understand. It might be a physical barrier getting in my way, but I can and want to do it.   | Jenny, Parent, St. Mikes |
| The support I need is someone to help me stay on task.  | Yvonne                   |
| The support I need is a laptop as a learning utility to help me write and learn.  |                          |
| Respect me by giving me positive attention instead of just getting me in trouble. Ask me why I'm behaving this way.   | Jenna, St. Mikes         |
| Involve me more in the decision. Don't tell me what works best for me (I really didn't want to have the computer read me the story during EQAO, I was able to read it and I wish they had talked to me instead of insisting I do it your way) | Bree, Good Shepherd      |
| The teacher makes the biggest difference. Do they believe in you? We can do the work, we may just be a little   | Chelsea, Good            |

|  |                      |
|--|----------------------|
| different in how we get there.   | Shepherd             |
| We can be really tricky to work with because we are so different and different from each other. Sometimes it is important for me to sit closer to the teacher and other times, you need to let me do it on my own. There is no right answer for working with us because we are so different. We are worth working with and understanding how we work best because we can do a lot. | Chelsea and Jonathon |
| Don't make me sit so long when we are doing lessons because I lose attention and stop listening.   | Sacred Heart PL      |
| During Science, I could learn it better if I had a diagram ... words don't always give me the whole picture.   | Sacred Heart PL      |
| We learn better when we have more hands on activities.   | Sacred Heart PL      |
| It would help me to have things written on the board or on charts so that I can refer to them when I need to do my work.   | Sacred Heart PL      |
| Let me use my tech in every class, because I need it.  | UCC                  |

|   |     |
|---|-----|
| Don't limit people, don't limit me  | UCC |
| Students should help other people out like teach the teachers about technology  | UCC |
| More time for tests so I can show you what I know   | UCC |
| Keep using Google Classroom because it shows me what work I have and it helps to keep me organized. I also like the notifications.                                    | UCC |
| In some classes, there aren't enough chromebooks for students who don't have BYOD   | UCC |
| Some classes need more hands on technology  | UCC |
| When teachers write notes on the chalkboard it's hard to copy and keep up. Sometimes it's very dirty and other notes are also on there so I don't know what to write. | UCC |
| The flow of traffic at the "T" (by caf) is really congested and hard for people with crutches.  | UCC |
| Right now the elevator is broken so people with power chairs are limited as to where they can go.   | UCC |
| "I really like how you didn't let stigmas and accessibility problems get in your way."  | HT  |
| "Get to know me... not my disability"   | HT  |

**Inclusionary Workshops for Board Employees 2015-2016**  
**Submitted by the K - 12 Learning Services Team**

| Timeline   | Targets   | Topics  | Facilitators   |
|--|---|---|--|
| September 11, 2015   | New Program Resource Teachers   | <b>Orientation</b> - Introduction to the key components of the PRT role   | Janet Boyle<br>Jennifer Morrow<br>Lisa Thompson-Power                                    |
| September 23, 2015   | Program Resource Teachers, PRTs will share information at each school | <b>Simeon Audita Soundfield</b> – Training was provided on the new system. The Simeon Audita Soundfield is a full-feature classroom audio distribution system that is fully wireless.   | Lauri Doig and Paul Toner  |
| October 7 and 8, 2015  | Staff, Students and Parents of St. Patrick's and UCC                  | <b>Hearing Awareness Workshop</b> - Hands on learning opportunities to better understand the effects of hearing loss on student's acquisition of language and literacy, and on overall academic achievement and socialization   | Provincial Deaf Schools  |
| September 23<br>October 28<br>December 9<br>February 9<br>March 30<br>May 18         | 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, IEP Guide, Wellbeing Pathway to Care, Ryan's Law | Brendan Deery<br>Janet Boyle<br>Joan Martell<br>Lisa Thompson-Power<br>Sara Vadovic      |
| September 28<br>October 1<br>October 26<br>February 11<br>February 12<br>February 24 | Grade 9 and 10 applied teachers from various subjects and areas       | <b>21st Century Learning for All</b> - Supporting teachers in creating deep learning tasks that leverage digital tools in order to increase student engagement and improve student achievement. This year, a strong focus was placed on developing class profiles, understanding the learning needs of the classes and deepening the understanding of the IEP.                              | Mike Giroux<br>Tamara Johnson<br>Mark Nead<br>Sara Vadovic<br>Caroline VanRoestel-Seward |
| March 3 and March 4  | Program Resource Consultants  | <b>Special Education Regional Coordinators/Consultants Conference (SERCC)</b> - The purpose of the conference is to provide opportunities for professional development, networking, sharing successful practices and  | Janet Boyle<br>Lisa Thompson-Power<br>Sara Vadovic                                       |

| Timeline                               | Targets   | Topics   | Facilitators   |
|--|---|--|--|
|  |   | resources and the establishment of a professional learning community. Information will be shared, as appropriate, with the rest of the Special Education Department.   |  |
| various dates throughout the fall 2015 | 11 Educational Assistants<br>Grade 7-12 Classroom Teachers  | <b>My Blueprint Training</b> – In order to further support students that will require preparation for transition into adult services, a training opportunity was offered to plan for Student Pathways using My Blueprint. This year, 11 Educational Assistants have been trained at UCC. They will now be able to assist students with Intellectual Disabilities navigate My Blueprint.  | Warren Seton   |
| Various dates throughout the fall      | Grade 9 and Grade 10 teachers teaching Applied Level courses  | <b>21st Century Learning for All</b> - Twenty-one high school teachers work collaboratively and participate in professional development related to: utilizing technology, developing rich learning tasks, leveraging digital tools effectively to enrich learning tasks, meeting the accommodations on students' IEPs, meeting the learning needs of all students and increasing the overall engagement and achievement in students  | Mike Giroux<br>Tamara Johnson<br>Marc Nead<br>Sara Vadovic<br>Caroline VanRoestel-Seward |
| September 2015 - June 2016             | Classroom Teachers and Program Resource Teachers currently supporting student(s) with Autism or will be supporting them next year | <b>Geneva Online Training</b> – 15 educators taken the online ABA courses for Educators. This year participants had a choice between an Introductory Level course or an Advanced Training ABA course. 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 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. | Lynne Ducharme<br>John Larsh<br>Sarah Nelson<br>Sara Vadovic<br>Alisha White             |

| Timeline                                | Targets  | Topics  | Facilitators  |
|---|--|---|---|
| ongoing                                 | Students with individual SEA Assistive Technology, Schools teams supporting abovementioned students  | Ongoing training is provided to students and the staff that support them. Parents are also invited to attend.   | Joan Martell  |
| ongoing                                 | <p>FDK-12 Teachers involved in various board initiatives such as:</p> <ul style="list-style-type: none"> <li>• New Pedagogies for Deep Learning (NPDL)</li> <li>• 21st Century Learning for All (21C L4A)</li> <li>• Creating Pathways to Success: All About Me Portfolio, My Blueprint</li> <li>• Early Learning Workshops and In School Support</li> <li>• FNMI Group; Secondary Department Heads; K-3 Educators</li> <li>• Pedagogical Documentation Network (linked to Student Work Study)</li> <li>• Principals and Vice Principals</li> <li>• Collaborative Inquiry for Learning in Mathematics (CILM): Grade 7/8, School Clusters</li> <li>• Cross-Panel Applied Mathematics</li> </ul> | <p><b>Technology training using devices-</b> 6C's of 21st Century thinking, differentiated instruction, using technology to revisit learning, inclusive learning strategies and universal design. Ongoing PD for teachers in 21st Century learning/teaching is offered to all learning teams and to individual teachers/groups of teachers. Many features on technological devices as well as in Apps and programs can be used as assistive technology and for differentiated instruction. More cross panel classroom visits and PD opportunities will continue and be provided for Grade 7-10 teachers for shared learning. In addition, teacher and student support was provided in the effective use of technology in inquiry learning and the 21st Century teaching model. Using devices (ipods, ipads) to document student learning and engage in assessment for, as and of learning was also demonstrated and modelled.</p> <p><b>Learning Profiles</b> - Addressing the learning needs of the learner in applied courses was a focus in the secondary schools. In addition, academic conversations were highlighted to enhance learning for all students. Specific focus was also placed on unpacking IEP's to develop class profiles and detailed strategies were explored to help better accommodate students.</p> <p>First Nations and Metis cultural awareness was built into workshops when looking at inquiry, special needs, holistic approaches and building engaging learning opportunities. Continuously embedding First Nations, Metis and Inuit culture and history into our work brings a consistent awareness to our educators. Aboriginal Cultural Competency Training was also provided.</p> | <p>Tamara Johnson<br/>Caroline VanRoestel-Seward<br/>Terri Sinasac<br/>Brenda Corchis<br/>Chris St. Amand<br/>Sara Vadovic<br/>Warren Seton<br/>Marc Nead<br/>Leslie Forbes<br/>Lisa Aarssen<br/>Kim Fitzmorris<br/>Lisa Walker<br/>Courtney Mellow<br/>Daniela Mancusi</p> |
| Several Meetings, continuing until June | FDK-12 teachers  | <b>Blended Learning</b> - Using the provincial Learning Management System (LMS) which has a variety of tools for use as assistive technology and differentiated instruction   | Mike Giroux   |
| ongoing                                 | FDK-12 teachers  | <b>Google Apps for Education Training</b> - Many features can be used as assistive technology and for differentiated instruction.   | Michael Giroux<br>Tamara Johnson<br>Caroline VanRoestel-  |

| Timeline                  | Targets  | Topics   | Facilitators  |
|---------------------------|--|--|---|
|                           |  |  | Seward<br>Terri Sinasac,<br>Brenda Corchis                                      |
| ongoing, as requested     | School Teams system wide   | Ongoing training sessions are provided across the System (eg. Premier Suite, Read and Write for Google, Kurzweil, Dragon, Word Q)  | Joan Martell  |
| ongoing, as requested     | PBS Schools - Holy Family, St. Joseph Chatham, St. Joseph Tilbury  | <b>School Wide Positive Behaviour Supports Training</b> - SWPBS refers to a systems change process for an entire school with the underlying theme being on teaching behavioral expectations in the same manner as any core curriculum subject. In the Spring the SCCDSB will join with the LKDSB for a PD opportunity. The PD will consist of inner city Chicago schools coming to present on the successful implementation of PBS (elementary and secondary). Our current PBS staff members will be invited to join the PD. Schools currently involved in PBS are provided with ongoing consultation      | Shannon Brown<br>Jill DeMaeyer<br>Jen Morrow<br>Lynn Tourangeau<br>Sara Vadovic |
| as needed                 | School Teams upon request  | <b>Match Select Name</b> A strength-based approach to teach students with special learning needs to read. It is based on a whole word approach to reading, commonly referred to as "Match Select Name". In-service, training, consultation and support is provided to school staffs on an as needed basis.   | Sara Vadovic  |
| as needed                 | Upon request to school staff that are supporting students not accessing the curriculum or students transitioning out of the ATC or IBI | <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. As well, ABA (Applied Behaviour Analysis) principles and techniques can be used to foster basic skills such as looking, listening and imitating, as well as complex skills such as reading, conversing and understanding another person's perspective. ABA is simply the application of behavioral principles that will, over time, increase or decrease targeted behaviors. | Jill DeMaeyer<br>Lynn Tourangeau<br>Sara Vadovic                                |
| On-going and as requested | Principals and Vice Principals;<br>Select School Staffs/ Students  | Culture training for Principals and Vice Principals. Several schools have workshops/learning sessions around cultural arts and crafts. Specifically, at St Elizabeth, they are doing classroom workshops/learning around the Ojibwe language .   | Caroline VanRoestel-<br>Seward  |

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

| Facility            | Project Description  | Cost      | Completion Date   |
|---------------------|--|-----------|-------------------|
| Ursuline College    | Installed auto opener & motion sensors to washroom   | \$5,000   | Completed in 2012 |
|                     | Barrier-free upgrades to main office (millwork, doors)   | \$125,000 | Completed in 2015 |
|                     | Replaced elevator & upgraded to barrier-free   | \$150,000 | Completed in 2016 |
|                     | Lowered 4 water fountains to meet barrier-free height access   | \$10,000  | Completed in 2016 |
| Holy Family         | Installed auto openers to front entrance   | \$2,000   | Completed in 2011 |
|                     | Installed water fountain (meets barrier-free requirement)  | \$6,000   | Completed in 2016 |
| St. Peter Canisius  | Added barrier-free washroom  | \$30,000  | Completed in 2013 |
| Holy Trinity        | Installed tracking system in barrier-free washroom   | \$8,000   | Completed in 2016 |
|                     | Parking lot & sidewalk - barrier-free upgrades   | \$50,000  | Completed in 2016 |
| Holy Rosary         | Installed auto openers to front entrance & barrier-free washroom   | \$7,500   | Completed in 2011 |
|                     | Installed water fountain (meets barrier-free requirement)  | \$3,000   | Completed in 2016 |
| Christ The King     | Installed auto openers to front entrance   | \$2,500   | Completed in 2011 |
|                     | Installed sidewalk accessible ramp & auto opener to exterior<br>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 &<br>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 |
| St. Agnes           | Installed auto openers to front entrance   | \$2,500   | Completed in 2011 |
|                     | Converted washroom to barrier-free   | \$7,600   | Completed in 2013 |
|                     | Construct a barrier-free washroom  | \$20,000  | Completed in 2015 |
| St. Anne, Blenheim  | Installed auto openers to front entrance   | \$2,500   | Completed in 2011 |
| St. John Fisher     | Boys & Girls washroom upgrade  | \$2,500   | Completed in 2011 |
|                     | <ul style="list-style-type: none"> <li>● Construct a barrier-free washroom</li> <li>● Add entrance opener to front entrance door</li> <li>● Add designated parking spaces and proper walkways</li> <li>● Add access ramp to rear yard</li> </ul> | \$200,000 | Completed in 2015 |
|                     |  |           |                   |
|                     |  |           |                   |
| St. Joseph, Chatham | Installed auto openers to front entrance   | \$2,500   | Completed in 2011 |

| Facility                   | Project Description   | Cost      | Completion Date   |
|----------------------------|---|-----------|-------------------|
| St. Joseph, Tilbury        | Installed auto openers to front entrance  | \$2,500   | Completed in 2011 |
|                            | Added barrier-free washroom in Full Day Kindergarten (FDK) class                            | \$9,000   | Completed in 2012 |
|                            | Added 3 barrier-free washrooms and installed 2 entrance auto openers to Childcare wing      | \$100,000 | Completed in 2014 |
|                            | Parking lot & sidewalk - barrier-free upgrades  | \$50,000  | Completed in 2015 |
| St. Michael, Brights Grove | Installed water fountain (meets barrier-free requirement)                                   | \$3,000   | Completed in 2016 |
| St. Michael, Ridgetown     | Installed auto openers to front entrance  | \$2,500   | Completed in 2011 |
|                            | Added barrier-free washroom   | \$25,000  | Completed in 2015 |
|                            | Installed auto opener to child care entrance  | \$25,000  | Completed in 2015 |
|                            | Added barrier-free parking space & sidewalk to child care entrance                          | \$50,000  | Completed in 2015 |
| St. Ursula                 | Installed 2 water fountains (meets barrier-free requirement)                                | \$6,000   | Completed in 2016 |
|                            | 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 2015 - 2016 was sent to fourteen 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 2016 - 2017 was favourable. The Chief Executive Officer of Erie St. Clair CCAC recommended the inclusion of workshops specific to cultural sensitivity, specific to the First Nations communities who may be attending schools within the St. Clair Catholic District School Board. She also commented "I didn't see any mention of AODA policies/ support of HR practices. For example, support that may be required for applicants requiring accommodations due to visual impairment, hearing impairments, etc."

The Canadian Hearing Society recommended the following: professional development for the teachers and EA's about Deaf Culture, Video Conferencing (vcon), SKYPE (to support ASL communication), Visual Alarms in School, note taking and captioning service, closed caption on all movies, qualification of Interpreters and Interpreters to know religious signs in Catholic Schools. While many of these suggestions are being implemented, they may not be clearly reflected in the report.

Other respondents included Chatham-Kent Children's Services, St. Clair Child and Youth Services and Community Living Chatham Kent.