



St. Clair Catholic
District School Board

Accessibility Plan

St. Clair Catholic District School Board

2025 to 2026

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, 2025

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

- Website www.st-clair.net
- Catholic Education Centre, 420 Creek Street, Wallaceburg, Ontario
- In accessible formats upon request, contact the Board Office

Annual Accessibility Plan Table of Contents

	Page
Executive Summary	3
Aim	4
Objectives	4
Commitment to Accessibility Planning	4
Accessibility Working Group Members	5
Types of Barriers	6
Strategy for Prevention and Removal of Barriers	6
Barriers that were Addressed by St. Clair Catholic District School Board	7
Review and Monitoring Process	20
Communication of the Plan	20
Appendix 1 - Accessibility Planning Resources for School Boards	21
Appendix 2 - Inclusionary Workshops and Professional Development for Board Employees 2023-2024	23
Appendix 3 - St. Clair Catholic District School Board - Accessibility Projects	28
Appendix 4 - Community Partner Feedback Summary	30

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 (2025-2026) 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 9,350 students in 24 elementary and secondary schools.



St. Clair Catholic
District School Board



The Board Mission Statement

Learning Together Today, Transforming Tomorrow.

The Accessibility Working Group Members for 2024 - 2025

Lisa Demers, Director of Education

Jennifer Morrow, Superintendent of Education

James Duff, Executive Manager - Human Resource Services

Julie Knight (Chair), Principal

Brenda Glassco, Manager - Information Technology Services

Tony Montanino, Manager - Facility Services

Christine Preece, Mental Health and Wellbeing Lead and Manager of Student Mental Health Services

Lisa Burden, Administrator - Safety and Disability

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 2024-2025

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: Social Emotional Learning, Trauma Informed Schools; Student Wellbeing; Mentally Healthy Schools; Suicide Prevention Protocols; Bullying (Kindness); Resiliency; Physical Literacy; Parent Engagement; Self Regulation; Wellbeing Pathway to Care; Mental Health Learning Series; Behaviour Management Systems Training; Applied Behaviour Analysis; Universal Supports; Structured Learning and Assistive Technology training.
See Appendix 2: Inclusionary Workshops and Professional Development for Board Employees 2024-2025
- The St. Clair Catholic District School Board continues to work in partnership with local associations, community partners and our coterminous Board to provide professional development opportunities for students, parents and staff. The Lambton Kent District School Board and St. Clair Catholic District School Board are working with both mental health lead agencies and local health agencies to develop protocols that align for a student to go through a seamless system of services.
- Both school boards are also working together with community partners on developing strategies to address the most vulnerable students in their communities (eg. Youth Wellness Hubs in SL and CK, Right Time Right Care Education Partnership Table, Community Collaborative Planning, mental health literacy, trauma informed schools).
- 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.
- Delivery of the newly developed online suicide prevention/intervention protocol module for ALL staff to take annually
- Hosted a second Community Partnership meeting to educate members, review PPM 169, School Mental Health Ontario, and the Mental Health Strategic Plan to set direction and next steps for 2025-2026.

***Attitudinal Barriers Cont'd.
That Will be Addressed in 2025-2026***

Objective: Promote inclusionary practices for all students, staff and community members

<i>Strategy</i>	<i>Timeline</i>	<i>Responsibility</i>
<ul style="list-style-type: none"> • Provide professional development opportunities for staff as outlined in the Mental Health Strategy and the Special Education and Student Services Goals • Continue to work in partnership with local associations, community partners, and other school boards to provide professional development opportunities for students, parents and staff • Host an annual Community Partnership meeting to review and update collaborative actions that address PPM 169 and 128 to support students and their families in our school communities • All staff to take annual suicide prevention/intervention protocol modules • Address bullying behaviour via kindness initiatives; focus on diversity and inclusion through a trauma informed lens • Revise mental health leadership team to include community partners, students, and parents • Review the school and board results of bi-annual school climate survey • Develop an online module focused on how to deal with a crisis in a school using a trauma informed approach 	Ongoing throughout the year	Mental Health Lead; SEL facilitator; Health Promotion Specialist, K-12 Learning Services Team
	Ongoing throughout the year	Mental Health Lead; SEL facilitator; Health Promotion Specialist, K-12 Learning Services Team
	Spring 2026	Mental Health Lead and Manager of Student Mental Health Services
	September 2025	Manager of Mental Health Services; Superintendent of Education
	Ongoing throughout the year	Mental Health Lead; Superintendent of Education
	September 2025	Manager of Mental Health Services; Superintendent of Education
	September 2025	Manager of Mental Health Services; Superintendent of Education
	June-September 2025	Manager of Mental Health Services; Superintendent of Education; Student Support and Wellbeing Team

Architectural and Physical Barriers That Were Addressed in 2024-2025

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 3: St Clair Catholic District School Board Accessibility Projects

Architectural and Physical Barriers Cont'd. That Will be Addressed in 2025-2026

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.

<i>Strategy</i>	<i>Timeline</i>	<i>Responsibility</i>
<ul style="list-style-type: none"> • Facility Services will continue to plan and provide accessible facilities ensuring all renovations and additions meet building code requirements (Ontario Regulation 368/13 & AODA Design of Public Spaces Standards, 2015) 	Ongoing throughout the year	Facility Services
<ul style="list-style-type: none"> • Facility Services will work in consultation with the Special Education Department and school communities 	Ongoing throughout the year	Facility Services
<ul style="list-style-type: none"> • Facility Services will work with VFA (Ministry of Education - Engage a consultant to review all Facilities and update the 2016 accessibility reports. 	Review existing 2016 reports and turnover final reports during the schools' assessment: 2024/25 - 10 schools	Facility Services

Technological Barriers That Were Addressed in 2024-2025

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 Support Teacher. The focus has been on a range of software programs including:
 - *Read and Write for Google Chrome* (both voice to text and text to speech capabilities)
 - *Grammarly for Chrome*
 - *Google Suite*
 - *Orbit Note*
- The Program Resource Teachers as well as the Itinerant Assistive Technology Support Teacher continue to provide additional training to Classroom Teachers and students, specifically with Read and Write for Google Chrome.
- Students with Special Equipment Amount (SEA) funded assistive technology continue to be provided with several hours of individualized training by the Itinerant Assistive Technology Support Teacher as well as the SEA Technology Trainer. School staff were invited to participate in the training with the students, which has been very successful with virtual training sessions. *Read and Write for Google Chrome* 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 were available upon request by the individual school principal. *Read & Write for Google Chrome* 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 could 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 continues to be 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.
- Educator Guidelines were developed for the use of Artificial Intelligence to enhance teaching practices and support teaching and assessment methods which increase accessibility of curriculum to support Student Learning (this includes use of language translation tools, adapting the reading level of materials, etc.).
- Closed captioning has been used during virtual meetings, presentations and live events (this often occurs in conjunction with an ASL interpreter, where required).

***Technological Barriers Cont'd.
That Will be Addressed in 2025-2026***

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

<i>Strategy</i>	<i>Timeline</i>	<i>Responsibility</i>
<ul style="list-style-type: none"> 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>Translation Tools, Read & Write for Google Chrome</i> Provide training to staff and students with SEA funded assistive technology on the use of specialized equipment and programs 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 Continue to implement the process to ensure that SEA equipment is upgraded as needed Maintain communication between the Special Education and Information Services Departments to ensure prompt delivery, set-up and maintenance of assistive technology Consultation with referring professionals (e.g. Occupational Therapists and Physiotherapists from community agencies, W. Ross Macdonald, etc.) to ensure appropriate SEA assistive and adaptive technology and programs are provided to meet the needs of the individual student Provide support with Google Translate and Google Caption for students with hearing loss or multi-language learners As a complement to structured literacy instruction, provide students in grades 1-3, as well as struggling readers in grades 4-9, with access to LEXIA Core 5 (Grade Pre-K - 5) and PowerUp (Grade 6+) web-based literacy programs 	Ongoing throughout the year	Special Education Team
	Ongoing throughout the year	Special Education Team
	Ongoing throughout the year	Special Education Team
	Ongoing throughout the year	Special Education Team
	Ongoing throughout the year	Special Education Team Information Services Teams
	Ongoing throughout the year	Special Education and
	Ongoing throughout the year	Special Education Team
	Ongoing throughout the year	Special Education Team Curriculum Services

Information and Communication Barriers That Were Addressed in 2024-2025

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 as requested to facilitate increased usage of the Board's WIFI networks. This network also supports the use of personal electronic devices via our BYOD program. 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 survey using a data collection approach to assess the effectiveness of current systems to inform and direct planning priorities for future implementations. Information and feedback sessions with users in planning stages.
- Prioritized deployment of new hardware based on feedback from school based staff
- Worked collaboratively with the Special Education team to leverage software ensuring accessibility for learners

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

Summary of Strategies to Remove Barrier:

- Continued deployment of new technologies
- Increased network capacity (bandwidth) to meet network users' increased needs. Regular monitoring to identify and address any bandwidth issues
- A 6-year refresh plan is used to sustain board-purchased technology levels in schools
- Require a survey to see how we did

***Information and Communication Barriers Cont'd.
That Will be Addressed in 2025-2026***

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

<i>Strategy</i>	<i>Timeline</i>	<i>Responsibility</i>
<ul style="list-style-type: none"> Project to move to one access point (AP) per classroom - identifying remaining classrooms (will be informed through the strategic plan) Moving towards the maintain phase of the Access Point project Full Staff survey for any issues Monitor HelpDesk for input and feedback to confirm appropriateness of deployment plan and assess effectiveness of in-year improvements 	Complete	Information Services Team
	Complete	Information Services Team
	Ongoing throughout the year	Information Services Team
	Ongoing throughout the year	Information Services Team

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

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

Objective: All students should be able to access and use computers

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

***Policy Barriers
That Were Addressed in 2024-2025***

Objective: Ensure that policies and procedures of the St. Clair Catholic District School Board will be reviewed as necessary.

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.
- The Ministry for Seniors and Accessibility conducts desk audits on selected organizations to confirm they are in compliance with the [Accessibility for Ontarians with Disabilities Act, 2005](#) (AODA) and its accessibility standards. SCCDSB completed the AODA desk audit in October 2024 through an AODA Compliance Analyst. The audit included a detailed review of the Board Integrated Accessibility Policy and Procedures with specific attention to the following:
 - Information and Communications Standards - Training to educators
 - Information and Communications Standards - Emergency Procedure, plans or public safety information
 - Transportation Standards - School Transportation, accessible services for students
 - General Standards: Procuring or acquiring goods, services or facilities

Audit results indicated the Board demonstrated compliance in all areas reviewed.

***Policy Barriers Cont'd.
That Will be Addressed in 2025-2026***

Objective: Ensure that policies and procedures of the St. Clair Catholic District School Board are reviewed as necessary.

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

As a designated public sector employer The Board is required to complete bi-annual compliance reports to AODA Compliance Ontario. This report was submitted as required December 2023. The AODA completed a compliance audit in October 2024 and confirmed the Board is in compliance with the act on October 3, 2024.

Additionally, 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 2013-2025 that were completed.

Effective Date	IASR Requirement	IASR Section	Status
2013			
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.	s. 3	Complete
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.	s. 4	Complete
January 2013	Procurement: Incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities, except where not practical.	s. 5	Complete

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.	s. 15	Complete
January 2013	Training to Educators: Provide accessibility training to educators with respect to accessible program or course delivery and instruction.	s. 16	Complete
2014			
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 support.	s. 11	Complete
January 2014	Accessible websites and web content: <i>New sites/New content.</i> 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 employees 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	s. 26	Complete

	employee for suitability.		
January 2014	Document individual accommodation plans: Develop written process for developing documented individual accommodation plans for employees with disabilities.	s. 28	Complete
January 2014	Return to Work Process: Develop a written return to work process where a disability related accommodation is required, use individual accommodation plans.	s. 29	Complete
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.	s. 30, 31, 32	Complete
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

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"> • Accessibility Awareness training • IASR training • Introduced new training modules through new learning management system 	Complete

Systemic	Review status of Board Accessibility policies and procedures and update as required: <ul style="list-style-type: none"> Integrated Accessibility Policy and Procedures; Information and Communications 	Complete
Information and Communication	Review status of capacity of school libraries to provide accessible or conversion-ready digital or multimedia resources for a person with a disability	Ongoing
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	Complete
Physical	Installation of accessibility features. New school construction and renovations adhere to current building code as it relates to accessibility standards	Ongoing

2019-2022		
Type of Barrier	Strategy/Action	Target Date
Systemic	Implement school climate survey and compile data for school board and individual schools	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
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	Complete
Physical	Installation of accessibility features. New school construction and renovations adhere to current building code as it relates to accessibility standards	Ongoing

2022-2025		
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>	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
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

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 and hard copies will be available upon request. Other formats will be provided upon request.

Contact information for accessible format requests:

Jennifer Morrow, Superintendent of Education

Phone: (519) 627-6762

Email: jennifer.morrow@sccdsb.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

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/>

School Mental Health Ontario
www.smho-smsso.ca

Inclusionary Workshops and Professional Development for Board Employees 2024-2025
K-12 Curriculum Team

Timeline	Targets	Topics	Facilitators
September 2024	New Program Resource Teachers	Orientation - Introduction to the key components of the PRT role.	Special Education Consultants
September to June 2025	All Staff Parents Community Partners Students	<p>Social Emotional Learning Social-emotional learning (SEL) is the process of developing necessary skills for school, work and life. They are: self awareness, body awareness, grounding, naming emotions, stress management, importance of education, healthy relationships, decision making, and critical thinking. The development of these skills in our students helps prepare them for lifelong learning and success.</p> <p>Mental Health Literacy Training is designed to provide educators with basic knowledge and information related to mental health, strategies to enhance student mental health, and everyday practices for use in the classroom.</p>	Mental Health Lead Education SEL Facilitator Principal Leadership Group Educator Leadership Group Online Course Student Wellness Committees SSWT

September 2024	Various principals, teachers and support staff, community Parents, personnel from other school boards	Social Emotional Learning - Hosted a provincial/regional training conference in London focused on Social Emotional Learning- Featured Dr. Jean Clinton, Dr. Kim Schonert-Riechl, Dr. Gina Cherkowski.	SSWT Mental Health Lead
Ongoing	All staff in school board, community partners	Pathway to Care Suicide Prevention, Intervention and Postvention Protocols New Online Module Suicide is one of the most tragic and concerning issues of our time. For school staff, it is important to understand the prevalence of youth suicide and take a proactive approach to prevention and intervention. Training focuses on “do no harm.”	SSWT Mental Health Lead
October 11, 2024	EAS, Student Support Services and Wellbeing Team	Wellbeing - Managing stress/ self-care/ wellbeing of staff and students.	Lauren Van Ewyk SSWT
Six 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. Topics include: use of SEA technology; use of AI to support special education; Ontario Autism Program; Structured Literacy/ Tiered Interventions; Acadiance Screening	Principal of Special Education, Special Education Consultants, Literacy Teachers, TELT
Ongoing	EAs, ECEs, Principals and Emergency Response Team Members, Recertifications as needed	Behaviour Management Systems - 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	Heather Carron-Doyle Sarah Nelson Lynn Tourangeau Alisha White Sheila McLaren Caitlin Nichols

		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.	Amy Hawkes Melanie McLeod Marie Hull
Ongoing, as requested	School Teams system-wide	Assistive Technology - Ongoing training sessions are provided across the System, dependent on student and classroom needs (ie., Read and Write for Google).	Joan Martell Jan Lemak
On-going and as requested	Upon request to school staff	ABA Training/Universal Supports/AFLS/H.E.L.P - 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 and AFLS in-service was provided to school teams to aid in the development of appropriate programs for students accessing alternate curriculum areas.	ABA Team
On-going and as requested	Upon request to classrooms (teacher, students, support staff)	Diversity Training - When students understand what it is like to struggle with gross or fine motor skills, or have vision or physical impairments, they are often more sensitive to what that person is experiencing. Students engage in various	ABA Team, Teacher from the Autism Transition Classroom

		kinesthetic activities to understand the effects that learning/physical challenges can have for students. By explicitly teaching students to be more conscious of other people's feelings, we can create a more accepting and respectful classroom/school community.	
On-going and as requested	Principals and Vice Principals; Select School Staffs/ Students	Culture training for Principals and Vice Principals. Many schools have workshops/ learning sessions and in class learning with Indigenous partners and school staff.	Cortnee Goure
Ongoing	K-8 teachers (Teachers, including virtual teachers)	Assessment and Reporting; Differentiation and Triangulation of Assessment Data; Varied Assessment methods to support learners and teachers in writing report cards; Asset based report card comments.	K-12 Learning Services Team
Ongoing	English Language Learners/ Educators/ Caregivers	Professional Learning Communities on how to best support newcomer students and their families; Digital resources and supports for educators and parents building capacity with using the STEP assessment and targeted resources.	MLL Teacher, K-12 Learning Services Team
December - June	Select ECEs, EAs, PRTs, Classroom Teachers (elementary and secondary)	Registered Behavioural Technician Course; Charting a Path to Success in Your Classroom supporting Play-Based Learning for Kids with ASD; ABA for Educators Level II; ADHD in the Classroom: Supporting Student Success.	Sonderly (the learning division of Geneva Centre for Autism)
April 23-24, 2025	Secondary students and teachers	<i>Empty Your Backpack</i> , addresses the mental burdens we carry and empowers individuals to reflect on the negative beliefs and thoughts that	Sam Demma, Student Support Services and Wellbeing Team

		hold them back. These impactful messages of mental health, kindness, and leadership resonate deeply with students everywhere.	
April 2025	Students in K-3, 4-8, FI 6-8, Classroom Teachers, Support Staff, Special Education Staff	Ambassadors shared their personal experiences about how the words that we use can make a difference. The goal of the "Words Matter" message and follow up activities was to support and enhance inclusive practices and remove barriers for students.	Rick Hansen Foundation Ambassadors Marjorie Aunos, Paulo Guerrero, Bean Gill
May 2025	System level teams, Itinerant Physical Education Teachers, Classroom Teachers	Information was provided to demonstrate how physical activity and sports can be made accessible to help eliminate barriers for people with disabilities.	Rick Hansen Foundation Paralympians

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

Facility	Project Description	Cost	Completion Date
Ursuline College	Spec Ed Storage Room in Staircase 2	\$35,000	Scheduled in 2025
	Spec Ed Renovations	\$27,000	Completed in 2024
	Upgrade existing elevator in Denomy	\$30,000	Completed in 2024
	Cafeteria Renovations	\$50,000	Completed in 2024
	Gymnasium Renovation	\$200,000	Completed in 2024
	Exterior Track Upgrades	\$24,000	Completed in 2023
	Install Universal bathrooms	389,000	Completed in 2023
Holy Family	New PA c/w Universal Clock System	\$60,000	Completed in 2023
	Install Auto Door Operator at rear exterior doors	\$24,000	Completed in 2024
Holy Rosary	Childcare Parking & Pedestrian Pathway	\$25,000	Completed in 2024
	New PA c/w Universal Clock System	\$60,000	Completed in 2023
Christ The King	School Yard Improvements	\$520,000	Completed in 2023
	Exterior Lighting & Gym Access Ramp	\$29,000	Completed in 2023
St. Theresa of Calcutta	Constructed a fully accessible barrier-free school	\$24M	Completed in 2024
Good Shepherd	Gymnasium Sound System and Projector	\$23,000	Scheduled in 2025
Monsignor Uyen	Outdoor Play	\$20,000	Completed in 2023
Sacred Heart, Port Lambton	Installed universal bathroom	\$200,000	Completed in 2024
	Install auto opener on rear yard doors	\$10,000	Completed in 2024
	Install auto openers on main entrance doors	\$20,000	Completed in 2024
	Install interior signage	\$5,000	Completed in 2024
St. Angela Merici	Install Auto Door Operators at rear exterior doors	\$12,000	Completed in 2024
	Community Room Ramp and Enhancements	\$95,000	Completed in 2023
St. Anne, Blenheim	Rear Asphalt and Ramp at Library Door	\$600,000	Scheduled in 2025
	Install Auto Door Operator at Bus Loading Door	\$10,000	Scheduled in 2025
	New Parking Lot Upgrade	\$920,000	Completed in 2023
St. Anne, Sarnia	Upgrade Barrier-Free Washroom	\$90,000	Scheduled in 2025
	Install Tracking System in Barrier-Free Washroom	\$10,000	Scheduled in 2025
	Replace Asphalt at Yard Doors (2 locations)	\$15,000	Scheduled in 2025
	New PA c/w Universal Clock System	\$60,000	Completed in 2023
St. John Fisher	Install Auto Door Opener on Rear Yard Doors	\$12,000	Scheduled in 2025
St. Joseph, Corunna	Make All Entrance Doors Accessible	\$500,000	Completed in 2024
	Construct Universal Washroom	\$270,000	Completed in 2023

St. Joseph, Tilbury	Install Auto Door Operator (near Kindergarten)	\$12,000	Scheduled in 2025
	New PA and Universal Clock System	\$60,000	Completed in 2024
	Installed Auto Door Operator (rear yard door)	\$12,000	Completed in 2024
St. Patrick's High School	Construct new outdoor track and pathway	\$950,000	Completed in 2024
St. Michael, Ridgetown	Install Walking Path & Yard Improvements	\$95,000	Completed in 2024
	Installed auto opener to child care entrance	\$30,000	Completed in 2021
St. Peter Canisius	Install Folding Platform Stair Lift	\$55,000	Scheduled in 2025
St. Philip	Rear Yard Improvements	\$15,000	Completed in 2023
St. Elizabeth	Rear Asphalt and Yard Improvements	\$640,000	Scheduled for 2025
Gregory Hogan	Add Tracking System and Grab Bars	\$12,000	Completed in 2025
	Constructed fully accessible barrier-free school	\$24.5M	Completed in 2024
Catholic Education Center	Elevator Replacement	\$125,000	Scheduled in 2025
	Interior and Exterior Signage	\$12,000	Completed in 2024
	Acoustical Wall Treatment in Boardroom & AV Upgrades	\$200,000	Completed in 2023

Summary of Stakeholder Feedback

Respondent Summary:

A copy of the 2024-2025 Accessibility Plan was shared with the Special Education Advisory Committee (SEAC) and Board of Trustees. SEAC members have opportunities to share feedback through monthly meetings.

A Google Form survey was shared with all St. Clair Catholic District School Board staff to better understand staff awareness of board policies on Equity and Inclusion, and Accessibility Standards. They were also invited to share suggestions on next steps to support the inclusion of students at SCCDSB. The findings of this survey are summarized below:

- ❖ 66% of respondents felt that they had a good/ excellent level of awareness of the Equity and Inclusive Education Policy
- ❖ 81% of respondents defined inclusive education as *providing equitable access for all people to education and all aspects of school life*
- ❖ 95% of respondents defined equity as *recognizing and addressing individual needs and barriers to ensure all students have access to meaningful learning opportunities*
- ❖ 23% of respondents felt that all students feel included at school, 40% disagreed with this statement and 36% were neutral
- ❖ 80% of respondents felt that they use inclusive language in the school setting
- ❖ 57% of respondents know about the Accessibility for Ontarians with Disabilities Act (2005) but have limited understanding of the Act
- ❖ 17% of respondents felt that there are no barriers to inclusion for students, 53% felt that students do face barriers and 30% of respondents were neutral
- ❖ 77% of respondents felt that staff require more training/ professional development to better understand and implement inclusion in our schools
- ❖ Staff training and facility improvements were identified as the most important areas that need to be addressed in order to make the greatest impact

When asked for suggestions on next steps to support the inclusion of students at SCCDSB, there were many commonalities in the responses. These include ensuring student voice is captured to address barriers and determine next steps; increasing staffing training and staff awareness; increased availability of accessible transportation (for field trips and excursions, including to Mass); adaptive sports and unified clubs; physical accessibility of buildings (more availability of accessible buttons, primarily for exterior doors); and accessible school yards (even asphalt/ grassy areas and pathways to accommodate wheelchairs; accessible playground equipment).