



**St. Clair Catholic**  
District School Board

## **Accessibility Plan**

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

### **2021 to 2022**

**Prepared by:**

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

**May, 2021**

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, Ontario
- In accessible formats upon request, contact the Board Office



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**Annual Accessibility Plan  
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## **Executive Summary**

The purpose of the *Ontarians with Disabilities Act, 2001* (ODA) is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers and to promote their full participation in the life of the province. 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(2019-2021) to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools.

## **Objectives**

This plan:

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

## **Commitment to Accessibility Planning**

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

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

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

The St. Clair Catholic District School Board was created January 1, 1998 as the result of amalgamation of the former Kent and Lambton County Roman Catholic Separate School Boards. We provide educational services to approximately 8,713 students in 25 elementary and secondary schools.

### **The Board Vision Statement**



### **The Board Mission Statement**



### ***The Accessibility Working Group Members for 2021 - 2022***

- Lisa Demers**, Superintendent of Education
- James Duff**, Executive Manager, Human Resource Services
- Julie Knight** (Chair), Principal
- Jennifer Morrow**, Principal of Special Education
- Jeanne Girard**, Principal
- Daniella Mancusi**, Principal
- Brenda Glassco**, Chief Information Officer
- Tony Montanino**, Manager - Facility Services
- Christine Preece**, Mental Health and Wellbeing Lead
- Lisa Burden**, Administrator - Safety and Disability
- Sara Vadovic**, Acting Vice-Principal

## **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 2019-2021**  
**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 and Emotional Health 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 4: Inclusionary Workshops and Professional Development for Board Employees 2019-2021**
- 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 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. ACCESS CANADA in Sarnia-Lambton, 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.

**Attitudinal Barriers Cont'd.**  
**That Will be Addressed in 2021-2022**

**Objective:** 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 2020-2023</li> </ul>	Ongoing throughout the year	Mental Health Lead; K-12 Learning Services Team

<ul style="list-style-type: none"> <li>● Continue to work in partnership with local associations, community partners and other school boards to provide professional development opportunities for students, parents and staff</li> <li>● Maintain broad representation on the Accessibility Committee</li> <li>● Continue to implement suicide prevention protocols; address bullying behaviour via kindness initiatives; focus on diversity and inclusion through a trauma informed lens</li> <li>● Continue hosting the Speaker Series for students and staff and parents focusing on equity, inclusion, wellbeing</li> <li>● Maintenance of the learning hub for staff and the learning at home hub for parents, focusing on special education resources such as mental health, wellbeing, social emotional learning, autism, etc.</li> </ul>	<p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p> <p>September 2020-August 2023</p> <p>January 2020-December 2021</p> <p>August 2020-ongoing</p>	<p>Mental Health Lead; K-12 Learning Services Team</p> <p>Superintendent of Education</p> <p>Mental Health Lead; K-12 Learning Services Team School Administrators</p> <p>Mental Health Lead Health Promotion Officer</p> <p>Special Education Staff Mental Health Lead</p>
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**Architectural and Physical Barriers That  
Were Addressed in 2020-2021**

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

**Summary of Strategies to Remove Barrier:**

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

**Architectural and Physical Barriers Cont'd.  
That Will be Addressed in 2021-2022**

**Objective:** New Accessibility Amendments to Ontario's Building Code 2012, requires newly constructed or substantially renovated spaces to meet Ontario Regulation 368/13 (effective date is January 1, 2015) and AODA Design of Public Spaces Standards. Existing buildings, where no work is planned, are not affected by these new requirements but the Board will continue to address these barriers as identified through various stakeholder groups.

<b>Strategy</b>	<b>Timeline</b>	<b>Responsibility</b>
<ul style="list-style-type: none"> <li>• Facility Services will continue to plan and provide accessible facilities ensuring all renovations and additions meet building code requirements (Ontario Regulation 368/13 &amp; AODA Design of Public Spaces Standards, 2012)</li> </ul>	Ongoing throughout the year	Facility Services
<ul style="list-style-type: none"> <li>• Facility Services will work in consultation with the Special Education Department and school communities</li> </ul>	Ongoing throughout the year	Facility Services
<ul style="list-style-type: none"> <li>• Facility Services will work with VFA (Ministry of Education - School Assessment Agent). The accessibility information gathered in 2016 has been incorporated into the Facility Services' Five Year Capital Planning document.</li> </ul>	Review existing 2016 reports and turnover final reports during both assessment years: 2021/21 - 15 schools 2022/22 - 10 schools	Facility Services

**Technological Barriers  
That Were Addressed in 2019-2021**

**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*
- The Program Resource Teacher 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.
- During periods of at-home learning due to school shut-down (COVID 19), students were provided with their SEA equipment for use at home as well as ongoing training support.
- 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 2019-2021**
- Solution for committee and announcements that included live closed captioning.

**Technological Barriers Cont'd.  
That Will be Addressed in 2021-2022**

**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>Boardmaker Studio, Read &amp; Write for Google Chrome</i></li> </ul>	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> <li>Provide ongoing training to Grade 3 and Grade 6 classroom teachers and students with the use of assistive technology in preparation for the EQAO assessment.</li> </ul>	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> <li>Provide training to staff and students with SEA funded assistive technology on the use of specialized equipment and programs</li> </ul>	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> <li>Upon request, continue to provide training for parents on assistive technology to provide a continuity of support for exceptional learners between the school and home settings</li> </ul>	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> <li>Continue to implement the process to ensure that SEA equipment is upgraded as needed</li> </ul>	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> <li>Maintain communication between the Special Education and Information Services Departments to ensure prompt delivery, set-up and maintenance of assistive technology</li> </ul>	Ongoing throughout the year	Special Education and Information Services Teams
<ul style="list-style-type: none"> <li>Consultation with referring professionals (e.g. Occupational Therapists and Physiotherapists from community agencies, W. Ross Macdonald) to ensure appropriate SEA assistive and adaptive</li> </ul>	Ongoing throughout the year	Special Education Team

<p>technology and programs are provided to meet the needs of the individual student</p> <ul style="list-style-type: none"> <li>● Provide Interact-Streamer captioning for students with hearing loss through SEA claims</li> <li>● Continue to provide differentiated literacy instruction to struggling readers by providing access to LEXIA Core 5 (Grade Pre-K - 5) and PowerUp (Grade 6+) web-based literacy programs</li> </ul>	<p>Ongoing throughout the year Ongoing throughout the year</p>	<p>Special Education Team Special Education Team</p>
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**Information and Communication Barriers That  
Were Addressed in 2020-2021**

**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 thought exchange data collection approach to assess effectiveness of current systems in order 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.
- 5 year refresh plan in progress to sustain Board purchased technology levels in schools.

**Information and Communication Barriers Cont'd.  
That Will be Addressed in 2021-2022**

**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>Project to move to one access point (AP) per classroom - identifying remaining classrooms (will be informed through the strategic plan)</li> <li>Moving towards the maintain phase of the Access Point project</li> <li>Full Staff survey for any issues</li> <li>Monitor HelpDesk for input and feedback to confirm appropriateness of deployment plan and assess effectiveness of in-year improvements</li> </ul>	Complete 2019-20	Information Services Team Information
	Commence Sept 2021	Services Team
	Complete 2019-20	Information Services
	Ongoing throughout the year	Team 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> <li>Identify opportunities to provide 24/7, anywhere and anytime access to learning resources.</li> </ul>	Ongoing throughout the year	Information Services Team
	Ongoing throughout the year.	Information Services Team

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

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

**Policy Barriers  
That Were Addressed in 2020-2021**

**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.
- Participation on elearning modules related to Equity and Inclusion held by Ministry of Education.
- Integrated Accessibility Policy and Procedures; Information and Communications were reviewed this year.

**Policy Barriers Cont'd.  
That Will be Addressed in 2021-2022**

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

<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 2013-2020 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.	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 supports.	s. 11	Complete
January 2014	Accessible websites and web content: <b>New sites/New content.</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 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.	s. 26	Complete
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"> <li>● Accessibility Awareness training</li> <li>● IASR training</li> <li>● Introduced new training modules through new learning management system</li> </ul>	Complete
Systemic	Review status of Board Accessibility policies and procedures and update as required: <ul style="list-style-type: none"> <li>● Integrated Accessibility Policy and Procedures; Information and Communications</li> </ul>	Complete
Information and Communication	Review status of capacity of school libraries to provide accessible or conversion-ready digital or multimedia resources for a person with a disability	Ongoing preparation for 2021 deadline
Information and Communication	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG 2.0 Level AA standards	Ongoing preparation for 2022 deadline
Physical	Installation of accessibility features. New school construction and renovations adhere to current building code as it relates to accessibility standards	Ongoing 2019-2022

2019-2022		
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>	2021-2022
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	Ongoing preparation for 2022 deadline
Physical	<p>Installation of accessibility features.</p> <p>New school construction and renovations adhere to current building code as it relates to accessibility standards</p>	Ongoing 2019-2022

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

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

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

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

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

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

Contact information for accessible format requests: Jennifer Morrow, Principal of Special Education  
Phone: (519) 627-6762  
Email: [jennifer.morrow@st-clair.net](mailto:jennifer.morrow@st-clair.net)

**Accessibility Planning Resources for School Boards:**

Accessibility for Ontarians with Disabilities Act (AODA), 2005

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

Accessibility for Ontarians with Disabilities

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

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

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

Canadian Standards Association:

B6521-95 Barrier-Free Design

B480-02 – Customer Service Standard for People with Disabilities

<http://www.csa.ca>

**Ontario Disability Organizations:**

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

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

Canadian National Institute for the Blind (CNIB)

<http://www.cnib.ca>

Canadian Hearing Society

<http://www.chs.ca>

Canadian Mental Health Association – Ontario

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

Community Living Ontario

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

Multiple Sclerosis Society of Canada – Ontario Division

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

Learning Disabilities Association of Ontario

<http://www.ldao.ca>

Little People of Ontario

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

Ontario Brain Injury Association

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

Spinal Cord Injury – Ontario

<http://www.sciontario.org/>

Le Phénix

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

Ontario March of Dimes

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

<https://www.marchofdimes.ca/EN/Pages/default.aspx>

The Easter Seal Society – Ontario

<http://www.easterseals.org>

About Face International

<http://www.aboutfaceinternational.org>

Ontarians with Disabilities Act – ODA Committee

<http://www.odacommittee.net/>

Ontario Coalition for Inclusive Education


<http://www.inclusive-education.ca/>

School Mental Health Ontario

[www.smho-smsso.ca](http://www.smho-smsso.ca)

## Building Resiliency & Wellbeing with Dan Edwards

**APPENDIX 2**



*Building Resiliency & Wellbeing  
With Dan Edwards*

All St. Clair Catholic classes (grades 2-12) are invited to attend a virtual event with Dan Edwards that focuses on building resiliency and wellbeing. Please register your class at the link below!

GRADE	DAY/TIME	REGISTRATION LINK
2	THURS. FEB. 25TH 9:30-10:30AM	<a href="https://forms.gle/Kens5wXLU6zYJfINA">https://forms.gle/Kens5wXLU6zYJfINA</a>
3	THURS. MAR. 4TH 9:30-10:30AM	<a href="https://forms.gle/BNL8EFYDbHza0Nqiky">https://forms.gle/BNL8EFYDbHza0Nqiky</a>
4	THURS. MAR. 11TH 9:30-10:30AM	<a href="https://forms.gle/Mav8bFgCsaJom4sDA">https://forms.gle/Mav8bFgCsaJom4sDA</a>
5	THURS. MAR. 25TH 9:30-10:30AM	<a href="https://forms.gle/r8gqLbHYVwTzJ9a8">https://forms.gle/r8gqLbHYVwTzJ9a8</a>
6	THURS. APR 1ST 9:30-10:30AM	<a href="https://forms.gle/8JwdeNEbreE9ru049">https://forms.gle/8JwdeNEbreE9ru049</a>
7	THURS. APR. 8TH 9:30-10:30AM	<a href="https://forms.gle/qFg0tTgRww9pETy7">https://forms.gle/qFg0tTgRww9pETy7</a>
8	THURS. APR. 22ND 9:30-10:30AM	<a href="https://forms.gle/vx3of8FkE3w9k4e96">https://forms.gle/vx3of8FkE3w9k4e96</a>
9	THURS. MAR. 18TH 1:00-2:00PM	<a href="https://forms.gle/t9wscsikaRa9guys7">https://forms.gle/t9wscsikaRa9guys7</a>
10	WED. MAR. 24TH 1:00-2:00PM	<a href="https://forms.gle/HsbtwqN83uavYnp9">https://forms.gle/HsbtwqN83uavYnp9</a>
11	WED. MAR. 31ST 1:00-2:00PM	<a href="https://forms.gle/JEwLzyCpPd9mTHA7">https://forms.gle/JEwLzyCpPd9mTHA7</a>
12	WED. APR. 7TH 1:00-2:00PM	<a href="https://forms.gle/b9psRT7afJF1wcdw8">https://forms.gle/b9psRT7afJF1wcdw8</a>

## Accessibility Student Feedback Results: May 2021

### Equity and Wellbeing Student Presentation Series with Dan Edwards

***“It doesn’t matter what we look like or who we are, it matters what we are capable of.” ~Mia (Grade 4 student)***

#### Summary

As part of SCCDSB’s Mental Wellbeing Strategy, Dan Edwards was welcomed into grade 2-12 classrooms to present on his journey with perseverance, resiliency, and wellbeing since his spinal cord injury that changed his life in 2006. Dan’s presentations ran weekly from February to April 2021, and his messages of hope, positivity, and kindness through a faith-based lens was inspirational. Equity, inclusion, understanding and embracing emotions/feelings were also key topics in his presentations. Word quickly spread about the impact that Dan was having on staff and students. Since the beginning of this initiative, Dan has reached 271 classes across our Board, and over 6775 students from grades 2-12. We truly know the impact that Dan has had on our students based on the evaluations and the overwhelming feedback that we have received. His mission was to give students the tools that they need to help them face adversity in their own lives. One comment really highlighted the influence of Dan’s presentations...after Dan finished presenting to the grade 2 classes, one little student shared, *“now I’ve got my tools”*. That was powerful.

#### Major Themes:

Teachers were asked to engage in deeper learning with their students following the presentations. They were given several reflective questions to answer as a class via Jamboard. Several major themes of learning were uncovered. The main messages that students took away from Dan’s presentation involved **focusing on the positive, being optimistic, never giving up, having faith, spreading love, and forgiveness**. One student wrote, *“If you’ve been through a lot of bad things never give up because those bad things will turn into good things”*. Another student wrote, *“Some things happen and are out of your control. You need to try your best to work with and find happiness in everything.”* Many students mentioned Dan’s teachings that storms don’t last forever, and no matter what happens, to keep going, try your best, believe in yourself, love yourself, and never give up.

Students reflected on several ways to make others feel more welcome, including **spreading kindness** (showing others around, inviting them to play or be their friend), and **being inclusive** and *“not discriminating based on the colour of skin or any conditions they may have”*. One student shared, *“Don’t exclude. We are all different, but there is no difference between us that should prevent us from reaching out.”* Dan’s message highlighted the importance of being kind to others, and that we were all put on this Earth to help each other. Students embraced this message; one girl reflected on his presentation and said, *“if you think someone could use a friend, be one”*.

When students reflected on emotions and how they relate to their actions, a key theme generated by the students was the **interconnectedness of our mind and body with our emotions and behaviours**; they expressed how it is important to think about how you are feeling so that you do not hurt others. One student wrote, *“when we are happy ourselves, we are nicer to our friends because we are in a good mood”*. Students also mentioned their **power of choice**; they now know they have a choice when it comes to their actions and how they react. *“Your emotions can cause you to make bad choices, one student said, “so you have to think about how you’re feeling before you act out on others”*. Another student backed



this up by saying that “good emotions rub off on others; if you’re sad, don’t take it out on others because they did nothing wrong”. Students shared that they now understand that everyone has bad days when they may not be as productive, and that this is okay. They know that there is always tomorrow and that they can get back up and keep trying because, as Dan mentioned, quitting is too easy...to try is where the challenge really lies!

When students were asked how Dan helps himself, the students shared that he does this by **doing the things that he loves** (e.g. hanging out with friends), **being grateful** and reflecting on all the things in his life that he has to be thankful for, and **seeking out the people he loves** when he needs extra support (e.g. his mom). One girl said, “Dan remembers all the good things she has to be thankful for (can still use his arms and hug people, lift weights with hands, see beautiful faces and things).” The fact that Dan always looks on the bright side, never gives up, believes in himself and loves himself, shows just how much of an inspiration he really is. One student mentioned, “He doesn’t let his happiness get away from him. He thinks that things won’t always be as bad as they are today...tomorrow will be better”. Others mentioned that he uses the tools he has (love, wisdom, power); he focuses on what he CAN do, not what he can’t do; and he always smiles and pushes himself to his limits. We have no doubt that this will inspire SCCDSB students to do the same!

### Evaluations/Feedback

64 evaluations were submitted from teachers. When rating Dan’s messages, there was an overwhelming number of ratings in the Excellent or Very Good categories: 97.1% for messages of hope; 94.2% for messages of wellbeing; 88.41% for messages of equity and inclusion; 97.11% for messages of self-help and self-care; 92.75% for messages of different perspectives; and 92.65% for messages of asking for help when you need it. 86.95% of students were perceived by their teachers to be engaged in the presentation (rated Excellent or Very Good) and 84.06% of students were perceived by their teachers to have understood the main messages of the presentation (rated Excellent or Very Good). Overall, Dan’s messages were well received by both teachers and their students. Many teachers said it was inspiring, engaging, and relatable for their students, and that they would welcome him back with open arms to speak to their class again in the future.

### Ratings of Main Messages

Rating Topic	Excellent	Very Good	Good	Fair	Poor
Message of Hope	84.06%	13.04%	2.90%	0%	0%
Message of Wellbeing	79.71%	14.49%	5.80%	0%	0%
Message of Inclusion and Equity	60.87%	27.54%	10.14%	1.45%	0%
Message of self-help and self-care	81.16%	15.95%	2.90%	0%	0%
Message of different perspectives and views	76.81%	15.94%	7.25%	0%	0%
Message of asking for help when one needs it	54.41%	38.24%	4.41%	2.94%	0%

Students were engaged	52.17%	34.78%	10.14%	2.90%	0%
Students understood the message	56.52%	27.54%	13.04%	2.90%	0%

### Evaluation Charts

Grade	# of Classes Registered
2	22
3	20
4	27
5	23
6	33
7	23
8	33
9	29
10	21
11	20
12	20

***Inclusionary Workshops and Professional Development for Board Employees 2019-2021K-12  
Curriculum Team***

<b>Timeline</b>	<b>Targets</b>	<b>Topics</b>	<b>Facilitators</b>
September	New Program Resource Teachers	<b>Orientation</b> - Introduction to the key components of the PRT role	Special Education Consultants
September	All Staff Parents Community Partners	<b>Returning to school during a pandemic</b> <b>Psychological First Aid</b> <b>Addressing Anxiety during a pandemic</b>	Mental Health Lead
September 2nd PD Day	K-12 teachers ECE's EA's Parent Councils Community partners	Trauma Informed Schools- development of a video with National Institute of Trauma	Mental Health Lead Student Support and Wellbeing Members
January	K-8 Teachers	Teaching Remotely Using Math Up and More	K-12 Learning Services Team
Ongoing	All staff in school board Community partners	Pathway to Care	Student Support and Wellbeing Team members
Ongoing	All staff in school board	Suicide prevention, intervention and postvention	Student Support and Wellbeing Team members
September 1st March 3	All staff in school board	Social Emotional Learning Mind UP	Student Support and Wellbeing Team

March 25 April 21	Parents Community Partners		members
Ongoing	Principals, Administration, Professional Groups	Mentally Healthy Schools	Mental Health Lead Student Support and Wellbeing Team members
March	20 teachers new to the Lexia program	New teachers to Lexia this year were trained in the Lexia Reading Core5 reading program. This program is a research-proven, blended learning program that accelerates the development of fundamental literacy skills for students of all abilities in grades pre-K-5.	Greenfield Learning Inc. Joan Martell
March	1-4 Teachers	Introduction to Coding for Grades 1-4 Coding Expectations in the Math Curriculum Digital Coding and Unplugged Coding Resources on the Hub	
March	Virtual School K Educators	Phonological Awareness with Virtual School (K-½)	
Four times throughout the year	Program Resource Teachers	The PRT group has received training in both large and small group settings. The information is used on an on-going basis in their schools with the students and staff.	Principal of Special Education, Special Education Consultants
Ongoing	EAs, ECEs and Emergency Response Team Members,	<b>Behaviour Management Systems</b> - The BMS philosophy was developed by educators for educators to safely and effectively manage student behaviours in a way that is safe for both the student	Heather Carron-Doyle Sarah Nelson Lynn Tourangeau Alisha White

	Recertification as needed	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.	Sara Vadovic
ongoing, as requested	School Teams system wide	Ongoing training sessions are provided across the System, dependent on student and classroom needs (i.e. Read and Write for Google)	Joan Martell Jan Lemak
as needed	Upon request to school staff	<b>ABA Training/Universal Supports/AFLS/H.E.L.P</b> - The Universal Support resource is used to increase student independence, improve learning opportunities, and create inclusive environments. ABA is the application of behavioral principles that will, over time, increase or decrease targeted behaviors. HELP 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
as needed	Upon request to school staff	<b>Self-Regulation and/ or Collaborative and Proactive Solutions</b> - Understanding self-regulation provides us with information to distinguish between misbehaviour and stress-behaviour; and what to do about it. The CPS	

		model is based on the premise that concerning behavior occurs when the expectations being placed on a child exceed their capacity to respond adaptively. The model focuses on identifying the skills the child is lacking and the expectations they are having difficulty meeting so that we (adults) can help to solve those problems.	
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-3 Teachers	Remote Teaching and Learning Tips: Google Apps for Education; Timetabling; Student Engagement; Incorporating Body Breaks and BrainBreaks; Choice Boards and Warm Welcome; Building Community; Digital Resources on the Hub	K-12 Learning Services Team
ongoing	Specialist Teachers, K-8 Teachers	Creating Community in Synchronous Learning Time; Differentiated Instruction Formats (small group, whole Group, individual); Timetabling and Organizing Meet Links and Classes; Planning for Asynchronous Time	K-12 Learning Services Team
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	Elementary Teachers, Virtual Elementary Teachers	Digital Literacy Resources Included resources with audio features and differentiated lexile	

March - ongoing	English Language Learners/ Educators/ Caregivers	Creating a web page with resources and supports for educators and parents building capacity with using the STEP assessment and targeted resources.	
September - June	EA Training	Active Look at Digital Tools Available at SCCDSB Google Meet Training Flipgrid Training An Introduction to Autism Spectrum Disorder Social Stories Match, Select, Name 7 Steps to Creating a Positive Learning Relationship Collaborative and Proactive Solutions – Module 1 Collaborative and Proactive Solutions – Module 2 Collaborative and Proactive Solutions – Module 3 Augmentative and Alternative Communication	Curriculum Team EAs ABA Team
February - June	Select ECEs, EAs, PRTs	Registered Behavioural Technician Course Charting a Path to Success in Your Classroom Supporting Play-Based Learning for Kids with ASD	Sonderly (the learning division of Geneva Centre for Autism)

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

Facility	Project Description	Cost	Completion Date
Ursuline College	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
	Installed water fill station (meets barrier-free requirement)	\$27,000	Completed in 2020
	Upgrade existing elevator lifts	\$20,000	Completed in 2021
	Main entrance barrier free sidewalk ramp Install	\$5,000	Completed in 2021
	auto opener on learning commons doors	\$6,000	Completed in 2021
Holy Family	Installed water fountain (meets barrier-free requirement)	\$6,000	Completed in 2016
Holy Trinity	Installed tracking system in barrier-free washroom	\$8,000	Completed in 2019
	Parking lot & sidewalk - barrier-free upgrades	\$50,000	Completed in 2016
Holy Family	Install universal bathroom	\$90,000	Completed in 2018
Holy Rosary	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
Christ The King	Installed water fountains (meets barrier-free requirement)	\$3,000	Completed in 2016
	Installed new main entrance doors c/w auto door openers & renovations to main office	\$80,000	Completed in 2016
	Installed water fill station (meets barrier-free requirement)	\$6,000	Completed in 2021
	North property improvements	\$300,000	Completed in 2021
	New parking lot expansion (barrier free sidewalks)	\$20,000	Completed in 2021
Georges P. Vanier	Installed entrance ramp and sidewalk at main entrance	\$5,000	Completed in 2019
	Upgraded student barrier-free washroom	\$5,000	Completed in 2021
Good Shepherd	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
	Installed water fill station (meets barrier-free requirement)	\$3,000	Completed in 2021
	Introduce access ramps	\$5,000	Completed in 2021
Our Lady of Fatima	Barrier free parking lot and sidewalk enhancements	\$85,000	Completed in 2017
	Installed universal bathroom	\$95,000	Completed in 2018
	Install auto opener on rear yard doors	\$5,500	Completed in 2019
Old Monsignor Uyen	Installed water fill station (meets barrier-free requirement)	\$6,000	Completed in 2020
New Monsignor Uyen	Install auto opener on main front doors	\$6,000	Completed in 2021
	Install AODA compliance signage	\$12,400	Completed in 2021
	Installed water fill station (meets barrier-free requirement)	\$9,000	Completed in 2021
Sacred Heart, Sarnia	Convert boys washroom to barrier-free	\$10,000	Completed in 2016
Sacred Heart, Port Lambton	Install universal clock system	\$20,000	Completed in 2019
	New parking lot expansion (barrier free sidewalks)	\$250,000	Completed in 2021



St. Angela Merici	Construct a new barrier-free school	\$14.3 M	Completed in 2021
St. Anne, Blenheim	Installed universal bathroom, sidewalk and ramps	\$100,000	Completed in 2019
	Installed door operator on yard door	\$5,000	Completed in 2021
St. John Fisher	Installed water fill station (meets barrier-free requirement)	\$6,000	Completed in 2020
	Construct a barrier-free washroom	\$200,000	Completed in 2015
	Add entrance opener to front entrance door		
	Add designated parking spaces and proper walkways		
St. Matthew, Sarnia	Add access ramp to rear yard		
	Install universal clock system	\$20,000	Completed in 2019
	Universal clock system	\$15,000	Completed in 2017
St. Joseph, Corunna	Parking lot and sidewalk enhancements	\$20,000	Completed in 2018
	Site improvements (new drainage system and outdoor play space)	\$35,000	Completed in 2020
	Parking lot enhancements (2 barrier free parking spaces)	\$1,000	Completed in 2020
St. Joseph, Tilbury	Installed water fill station (meets barrier-free requirement)	\$12,000	Completed in 2021
	Added 3 barrier-free washrooms and installed 2 entrance auto openers to Childcare wing	\$100,000	Completed in 2016
	Parking lot & sidewalk - barrier-free upgrades	\$50,000	Completed in 2015
	Main entrance and parking lot improvement	\$75,000	Completed in 2021
St. Michael, Brights Grove	Add pre-school room to childcare	\$25,000	Completed in 2019
	Installed water fill station (meets barrier-free requirement)	\$6,000	Completed in 2020
	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
St. Michael, Ridgetown	New fire alarm system	\$75,000	Completed in 2021
	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. Peter Canisius	Installed 2 water fountains (meets barrier-free requirement)	\$6,000	Completed in 2016
	Universal digital clock system	\$30,000	Completed in 2021
St. Philip	Installed water fountain (meets barrier-free requirement)	\$9,000	Completed in 2021
St. Elizabeth	Added barrier-free washroom	\$30,000	Completed in 2014
	Installed water fountain (meets barrier-free requirement)	\$6,000	Completed in 2016
	Installed water fill station (meets barrier-free requirement)	\$6,000	Completed in 2021
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
	Road signage	\$250,000	Completed in 2021

### ***Summary of Community Partner Feedback***

#### **Respondent Summary:**

The Annual Accessibility Plan for 2021-2022 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 2021-2022 was favourable. Chatham Kent Children's Services commented that the plan was thorough with clear objectives and future actions. The history of past objectives/actions informs the reader of multiyear efforts the SCCDS has made to address the types of barriers that prevent a person with a disability from participation. Pathways Health Centre for Children suggested that the term "diversity" be included in our Board policies regarding equity and inclusion. All other feedback forms indicated there were no suggestions for the 2022-2023 plan.