



St. Clair Catholic
District School Board

Accessibility Plan

St. Clair Catholic District School Board

2022 to 2023

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, 2022

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



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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 (2022-2023) 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 2022 - 2023

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, Manager - Information Technology Services
Tony Montanino, Manager - Facility Services
Christine Preece, Mental Health and Wellbeing Lead
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 2021-2022

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 2021-2022**
- 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, 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.

**Attitudinal Barriers Cont'd.
That Will be Addressed in 2022-2023**

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

Strategy	Timeline	Responsibility
<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 2020-2023 ● Continue to work in partnership with local associations, community partners and other school boards to provide professional development opportunities for students, parents and staff ● Maintain broad representation on the Accessibility Committee ● Revise and continue to implement suicide prevention protocols; address bullying behaviour via kindness initiatives; focus on diversity and inclusion through a trauma informed lens ● Organize and host speakers virtually for students and staff and parents focusing on equity, inclusion, wellbeing ● 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. 	Ongoing throughout the year	Mental Health Lead; K-12 Learning Services Team
	Ongoing throughout the year	Mental Health Lead; K-12 Learning Services Team
	Ongoing throughout the year September 2020-August 2023	Superintendent of Education
	January 2020-December 2021	Mental Health Lead; K-12 Learning Services Team School Administrators
	August 2020-ongoing	Mental Health Lead Health Promotion Officer
		Special Education Staff Mental Health Lead

**Architectural and Physical Barriers
That Were Addressed in 2021-2022**

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 2022-2023**

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.

Strategy	Timeline	Responsibility
<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, 2012) 	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 - School Assessment Agent). The accessibility information gathered in 2016 has been incorporated into the Facility Services' Five Year Capital Planning document. 	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 2021-2022

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 2021-2022**
- Closed captioning has been used during virtual meetings, presentations and live events (where that has not been possible, an ASL interpreter provides this accommodation).

**Technological Barriers Cont'd.
That Will be Addressed in 2022-2023**

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

Strategy	Timeline	Responsibility
<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>Boardmaker Studio, Read & Write for Google Chrome</i> ● 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. ● 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) to ensure appropriate SEA assistive and adaptive technology and programs are provided to meet the needs of the individual student 	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
	Ongoing throughout the year	Special Education and Information Services Teams
	Ongoing throughout the year	Special Education Team

<ul style="list-style-type: none"> ● Provide Interact-Streamer captioning for students with hearing loss through SEA claims ● 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 	<p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<p>Special Education Team</p> <p>Special Education Team</p>
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**Information and Communication Barriers
That Were Addressed in 2021-2022**

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 2022-2023**

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

Strategy	Timeline	Responsibility
<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) 	Complete 2019-2022	Information Services Team
<ul style="list-style-type: none"> Moving towards the maintain phase of the Access Point project 	Commence Sept 2021	Information Services Team
<ul style="list-style-type: none"> Full Staff survey for any issues 	Ongoing throughout the year	Information Services Team
<ul style="list-style-type: none"> Monitor HelpDesk for input and feedback to confirm appropriateness of deployment plan and assess effectiveness of in-year improvements 	Ongoing throughout the year	Information Services Team

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

Strategy	Timeline	Responsibility
<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. 	Ongoing throughout the year	Information Services Team
<ul style="list-style-type: none"> Identify opportunities to provide 24/7, anywhere and anytime access to learning resources. 	Ongoing throughout the year.	Information Services Team

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

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

***Policy Barriers
That Were Addressed in 2021-2022***

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 the Ministry of Education.
- Integrated Accessibility Policy and Procedures; Information and Communications were reviewed this year.

***Policy Barriers Cont'd.
That Will be Addressed in 2022-2023***

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 June 30th, 2021. The AODA completed a compliance audit and confirmed the Board is in compliance with the act on October 19th 2021.

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 2013-2022 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 supports.	s. 11	Complete
January 2014	Accessible websites and web content: New sites/New content. 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 employee for suitability.	s. 26	Complete
January	Document individual accommodation plans: Develop written process for developing	s. 28	Complete

2014	documented individual accommodation plans for employees with disabilities.		
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	Review status of capacity of school libraries to provide accessible or	Ongoing

Communication	conversion-ready digital or multimedia resources for a person with a disability	
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		
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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>	2022-2023
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, Principal of Special Education

Phone: (519) 627-6762

Email: 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

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-smso.ca

Inclusionary Workshops and Professional Development for Board Employees 2021-2022
K-12 Curriculum Team

Timeline	Targets	Topics	Facilitators
September	New Program Resource Teachers	Orientation - Introduction to the key components of the PRT role	Special Education Consultants
September	All Staff Parents Community Partners	Social Emotional Learning Transitioning back to school during a pandemic	Mental Health Lead
September to November 2021	Classroom Teachers Program Resource Teachers Principals	Pilot to Support Early Intervention in Math for Students with Special Education Needs in Grades 4-6	K-12 Learning Services (Elementary Math Learning Facilitators, Special Education Consultant)
November and December 2021	Principals Vice Principals	Leading a Mentally Healthy School	Principal of Special Education, Mental Health Lead, Principal of Virtual Learning
January to December 2022	Curriculum Coordinator Indigenous Lead Principal of Spec Ed ABA Team Spec Ed Consultants SSWT	Social Emotional Learning - Community of practice	Indigenous Partners, Dr. Kim Schonert-Reichel, Mental Health Lead

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
November and December 2021	Principals	Suicide Prevention, Intervention and Postvention	Student Support and Wellbeing Team members
January-June 2022	Students Grades 7 and UP	Human Connections Follow and Unfollow	Jack Org
February - May 2022	Principal of Spec Ed ABA Team Spec Ed Consultants Program Resource Teachers SLP	Right to Read/ Structured Literacy	K-12 Learning Services Team
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)	
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.	Principal of Special Education, Special Education Consultants

Ongoing	EAs, ECEs 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 interventions. It stresses the necessity of knowing the child, understanding triggers for behaviour, acting on “early warning signs”, and making use of calming and de-escalation techniques. The secondary emphasis of BMS is defensive techniques (avoidance, releases, blocks) coupled with calming and de-escalation techniques, and if all else fails, the use of safe restraint methods (an absolute last resort rarely required by most staff) coupled with calming and de-escalation techniques.	Heather Carron-Doyle Sarah Nelson Lynn Tourangeau Alisha White Jillian Hutter Jess Ellenor Amy Hawkes Melanie McLeod
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
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	ABA Team

		programs for students accessing alternate curriculum areas.	
On-going and as requested	Upon request to school staff	Self-Regulation and/ or Collaborative and Proactive Solutions - 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..	Collaborative Support 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 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.	ABA Team, Teacher from the Autism Transition Classroom
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	Cortnee Goure

		learning with Indigenous partners and school staff.	
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	Digital resources and supports for educators and parents building capacity with using the STEP assessment and targeted resources.	
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 ABA for Educators Level II	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	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	\$5,000	Completed in 2021
	Install auto opener on learning commons doors	\$6,000	Completed in 2021
	Install 2 universal bathrooms	\$250,000	Scheduled for 2022
	Installed water fountain (meets barrier-free requirement)	\$6,000	Completed in 2016
Holy Family	Installed tracking system in barrier-free washroom	\$8,000	Completed in 2019
Holy Trinity	Parking lot & sidewalk - barrier-free upgrades	\$50,000	Completed in 2016
	Install universal bathroom	\$90,000	Completed in 2018
Holy Family	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
Holy Rosary	Installed water fountains (meets barrier-free requirement)	\$3,000	Completed in 2016
Christ The King	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
	Installed entrance ramp and sidewalk at main entrance	\$5,000	Completed in 2019
Georges P. Vanier	Upgraded student barrier-free washroom	\$5,000	Completed in 2021
	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
Good Shepherd	Installed water fill station (meets barrier-free requirement)	\$3,000	Completed in 2021
	Introduce access ramps	\$5,000	Completed in 2021
	Barrier free parking lot and sidewalk enhancements	\$85,000	Completed in 2017
Our Lady of Fatima	Installed universal bathroom	\$95,000	Completed in 2018
	Install auto opener on rear yard doors	\$5,500	Completed in 2019
	Installed water fill station (meets barrier-free requirement)	\$6,000	Completed in 2020
Old Monsignor Uyen	Install auto opener on main front doors	\$6,000	Completed in 2021
New Monsignor Uyen	Install AODA compliance signage	\$12,400	Completed in 2021
	Installed water fill station (meets barrier-free requirement)	\$9,000	Completed in 2021

	Convert boys washroom to barrier-free	\$10,000	Completed in 2016
Sacred Heart, Sarnia	Install universal clock system	\$20,000	Completed in 2019
Sacred Heart, Port Lambton	New parking lot expansion (barrier free sidewalks)	\$250,000	Completed in 2021
	Construct a new barrier-free school	\$14.3 M	Completed in 2021
St. Angela Merici	Installed universal bathroom, sidewalk and ramps	\$100,000	Completed in 2019
St. Anne, Blenheim	Installed door operator on yard door	\$5,000	Completed in 2021
	Installed water fill station (meets barrier-free requirement)	\$6,000	Completed in 2020
St. John Fisher	Add entrance opener to front entrance door		
	Add designated parking spaces and proper walkways		
	Add access ramp to rear yard	\$20,000	Completed in 2019
	Install universal clock system	\$15,000	Completed in 2017
	Universal clock system	\$20,000	Completed in 2018
St. Matthew, Sarnia	Parking lot and sidewalk enhancements	\$35,000	Completed in 2020
	Site improvements (new drainage system and outdoor play space)	\$1,000	Completed in 2020
	Parking lot enhancements (2 barrier free parking spaces)	\$12,000	Completed in 2021
St. Joseph, Corunna	Installed water fill station (meets barrier-free requirement)	\$150,00	Scheduled for 2022
	Construct universal bathroom	\$100,000	Completed in 2016
St. Joseph, Tilbury	Added 3 barrier-free washrooms and installed 2 entrance auto opener	\$75,000	Completed in 2021
	Parking lot & sidewalk - barrier-free upgrades	\$25,000	Completed in 2019
	Main entrance and parking lot improvement	\$6,000	Completed in 2020
	Add pre-school room to childcare	\$3,000	Completed in 2016
	Installed water fill station (meets barrier-free requirement)	\$75,000	Completed in 2021
St. Michael, Ridgetown	Installed auto opener to child care entrance	\$6,000	Completed in 2016
	Added barrier-free parking space/sidewalk to child care entrance	\$30,000	Completed in 2021
	Installed 2 water fountains (meets barrier-free requirement)	\$9,000	Completed in 2021
	Universal digital clock system	\$50,000	Scheduled for 2022
St. Peter Canisius	Installed universal clock system	\$55,000	Scheduled for 2022
St. Philip	Install universal clock system	\$6,000	Completed in 2016
	Added barrier-free washroom	\$6,000	Completed in 2021
St. Elizabeth	Installed water fill station (meets barrier-free requirement)	\$6,000	Completed in 2021

Summary of Community Partner Feedback

Respondent Summary:

The Annual Accessibility Plan for 2022-2023 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 2022-2023 was limited but favourable. The community agencies that responded did not have suggestions for the 2022-2023 plan.