

ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD



Accessibility Plan

St. Clair Catholic District School Board

2020 to 2021

Prepared by:

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

June 23, 2020

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 (2019-2020) 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 8,712 students in 28 elementary and secondary schools.

The Board Vision Statement



The Board Mission Statement

Learning together today, transforming tomorrow

The Accessibility Working Group Members for 2019 - 2020

Lisa Demers, Superintendent of Education

James Duff, Executive Manager, Human Resource Services

Julie Knight (Chair), Principal

Kelly Van Boxtel, Principal

Sherrie Daudlin, Principal

Jeanne Girard, Principal

Catherine Day, Manager - Financial and Information Services

Tony Montanino, Manager - Facility Services

Christine Preece, Mental Health and Wellbeing Lead

Lisa Burden, Administrator - Safety and Disability

Sara Vadovic, Consultant - Program Resource

Types of Barriers

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

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

Strategy for Prevention and Removal of Barriers

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

Barriers That Were Addressed in 2019-2020

Attitudinal

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

Summary of Strategies to Remove Barrier:

- A number of professional development opportunities and training have been provided for all staff throughout the year. These include: Student Wellbeing; Mentally Healthy Schools; Suicide Prevention Protocols; Trauma; 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 2019-2020.**
- 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 Chatham Kent Public Health Unit on a focus on physical literacy and its impact on wellbeing and student achievement.
- 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 2020-2021***

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

<i>Strategy</i>	<i>Timeline</i>	<i>Responsibility</i>
<ul style="list-style-type: none"> ● Provide professional development opportunities for staff as outlined in the Mental Health Strategy and the Special Education and Student Services Goals 2019-2022 	Ongoing throughout the year	Mental Health Lead; K-12 Learning Services Team
<ul style="list-style-type: none"> ● Continue to work in partnership with local associations, community partners and other school boards to provide professional development opportunities for students, parents and staff 	Ongoing throughout the year	Mental Health Lead; K-12 Learning Services Team
<ul style="list-style-type: none"> ● Maintain broad representation on the Accessibility Committee 	Ongoing throughout the year	Superintendent of Education
<ul style="list-style-type: none"> ● Implement suicide prevention protocol awareness initiative to eliminate stigma; organize and host student wellbeing conferences and recognition event; develop and promote “Disciples in the Hallway” initiative board wide 	September 2018 - August 2020	Mental Health Lead; K-12 Learning Services Team School Administrators
<ul style="list-style-type: none"> ● Provide FM Systems to all elementary classrooms 	January - June 2020	Information Services & Spec Ed
<ul style="list-style-type: none"> ● Creation of a learning hub for staff and parent hub for teachers focusing on special education resources such as mental health, autism, etc. 	March - June 2020	Special Education Staff Mental Health Lead

**Architectural and Physical Barriers
That Were Addressed in 2019-2020**

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

**Architectural and Physical Barriers Cont'd.
That Will be Addressed in 2020-2021**

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: 2020/21 - 15 schools 2021/22 - 10 schools	Facility Services

Technological Barriers That Were Addressed in 2019-2020

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

Summary of Strategies to Remove Barrier:

- Both small and large group training sessions on assistive technology have been provided upon request to staff and students on an individual school basis by the Itinerant Assistive Technology Teacher. The focus has been on a range of software programs including:
 - *Boardmaker Studio*
 - *Read and Write for Google* (both voice to text and text to speech capabilities)
- The Program Resource Teacher as well as the Itinerant Assistive Technology Teacher continue to provide additional training to Grades 2-6 Classroom Teachers and students, specifically with Read and Write for Google. This also provided additional support for students in Grades 3 and 6, in preparation for the EQAO assessment.
- Students with Special Equipment Amount (SEA) funded assistive technology continue to be provided with several hours of individualized training by the Itinerant Assistive Technology Teacher as well as a SEA Technology Trainer. School staff were invited to participate in the training with the students. *Read and Write for Google* has been the focus.
- In order to provide a continuity of support for the exceptional learners in the school and home environments, training opportunities for parents on various programs are available upon request by the individual school principal. *Read & Write for Google* continues to be available system-wide, as well as for home use. This program is accessed through the student's SCCDSB account. Parents of children with SEA funded assistive technology may request to attend their child's training sessions.
- A process has been developed to ensure that SEA equipment is upgraded as needed. Equipment is upgraded if there are changes in student need or if the equipment is inoperative.
- Designated technical support is provided for SEA equipment.
- Reviewed Board to Board and elementary to secondary transfer process for students with SEA equipment to ensure prompt response to the needs of the incoming or outgoing student.
- Elementary and Secondary Teachers were provided with various professional development opportunities that address accessibility issues. **See Appendix 4: Inclusionary Workshops and Professional Development for Board Employees 2019-2020**
- Solution for committee and announcements that includes live closed captioning.

**Technological Barriers Cont'd.
That Will be Addressed in 2020-2021**

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</i> 	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> ● 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. 	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> ● Provide training to staff and students with SEA funded assistive technology on the use of specialized equipment and programs 	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> ● 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 	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> ● Continue to implement the process to ensure that SEA equipment is upgraded as needed 	Ongoing throughout the year	Special Education Team
<ul style="list-style-type: none"> ● Maintain communication between the Special Education and Information Services Departments to ensure prompt delivery, set-up and maintenance of assistive technology 	Ongoing throughout the year	Special Education and Information Services Teams

**Information and Communication Barriers
That Were Addressed in 2019-2020**

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 and in particular for EQAO and OSSLT testing.

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

Summary of Strategies to Remove Barrier:

- Continued deployment of new technologies
- Full access to Bring Your Own Device (BYOD) to all students and staff working in learning areas
- Increased network capacity (bandwidth) to meet network users' increased needs. Regular monitoring to identify and address any 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 2020-2021**

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) Full Staff survey for any issues Monitor HelpDesk for input and feedback to confirm appropriateness of deployment plan and assess effectiveness of in-year improvements 	Complete 2019-20	Information Services Team
	Complete 2019-20	Information Services Team
	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 Identify opportunities to provide 24/7, anywhere and anytime access to learning resources 	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 in their school.

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. Implement software to track and assign SEA equipment and inventory equipment available for assignment. 	Ongoing throughout the year	Information Services, Special Education Teams
	Implementation processes being identified.	

***Policy Barriers
That Were Addressed in 2019-2020***

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

Summary of Strategies to Remove Barrier:

- All policies are reviewed on a cyclical basis and will include consideration of Equity and Inclusion and Accessibility legislation.
- 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 2020-2021***

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

<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.

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

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: <i>New sites/New content.</i> New internet websites and web content must conform to the World Wide Web Consortium Content Accessibility Guidelines (WCAG) 2.0 at Level A.	s. 14	Complete
January 2014	Recruitment: Notify employees and the public of availability of accommodation for applicants with disabilities in recruitment processes, materials and processes to be used, consult with applicants and arrange accommodation in a way that takes into account accessibility needs due to a disability, notify the successful applicant if the Board's policies for accommodating employees with disabilities.	s. 22, 23, 24	Complete
January 2014	Informing Employees of Support: Inform of policies used to support employees with disabilities including job accommodations. Provide information to new employees as soon as practical, and provide updated information when there are changes to existing policies.	s. 25	Complete
January 2014	Accessible formats and communication supports for employees: Consult with employees and provide/arrange for accessible formats and communication supports for information needed to perform the employee's job and for information generally available to employees in the workplace. Consult with the 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

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

2017-2018		
Type of Barrier	Strategy/Action	Target Date
Systemic	Review status of to ensure new staff have been trained: <ul style="list-style-type: none"> • Accessibility Awareness training • IASR training • Introduced new training modules through new learning management system 	Complete
Systemic	Review status of Board Accessibility policies and procedures and update as required: <ul style="list-style-type: none"> • Integrated Accessibility Policy and Procedures; Information and Communications 	Complete
Information and Communication	Review status of capacity of school libraries to provide accessible or conversion-ready of digital or multimedia resources for a person with a disability	Ongoing preparation for 2020 deadline
Information and Communication	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG 2.0 Level AA standards	Ongoing preparation for 2021 deadline
Physical	Installation of accessibility features. New school construction and renovations adhere to current building code as it relates to accessibility standards	Ongoing 2019-2021

The list described below highlights the completed accessibility action items for 2019-2021.

Type of Barrier	Strategy/Action	Target Date
Systemic	Conduct employee survey with respect to Board accessibility and accessibility policies and procedures Review Board accessibility plan, policies and procedures and update as required in consultation with persons with disabilities	2020-2021
Information and Communication	Review status of capacity of school libraries to provide accessible or conversion-ready of digital or multimedia resources for a person with a disability	Ongoing preparation for 2020 deadline
Information and Communication	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG 2.0 Level AA standards	Ongoing preparation for 2021 deadline
Physical	Installation of accessibility features. New school construction and renovations adhere to current building code as it relates to accessibility standards	Ongoing 2019-2021

The list described below highlights the accessibility action items for 2020-2021 to be completed.

Type of Barrier	Strategy/Action	Target Date
Systemic	Conduct employee survey with respect to Board accessibility and accessibility policies and procedures Review Board accessibility plan, policies and procedures and update as required in consultation with persons with disabilities	2020-2021
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	Ongoing preparation for 2020 deadline

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

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:

Brendan Deery, Principal of Special Education

Phone: (519) 627-6762

Email: brendan.deery@st-clair.net

Accessibility Planning Resources for School Boards:

Accessibility for Ontarians with Disabilities Act (AODA), 2005
<http://www.aoda.ca/>

Accessibility for Ontarians with Disabilities
www.oesc-cseo.org

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

Annual Accessibility Plan - Student Feedback St. Clair Catholic District School Board

Due to the limitations of the current Pandemic, full student forums, as we traditionally lead, were not logistically possible this year. Therefore, students were encouraged to participate in an online survey with the following Agenda:

1. **Introduction:** Activating your Thinking:
 - a. Watch the following video: *Don't Limit Me*
<https://youtu.be/YOwDfnoek6E>
 - b. Who would you recommend this video to and why?



Accessibility Student Feedback Results: May 2020

Student Feedback on Accessibility in Schools was provided by a the Grade 6-8 Students from one Elementary school in an online survey

Student participation was noted as very reasonable during distance learning and from the results, you can see that many students completed the survey.

Providing Feedback on Accessibility.

Students answered the following questions on a Google Survey.

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

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

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

Student Feedback from Online Survey:

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

St Anne Catholic Elementary School, Blenheim

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

- A time when it was difficult for someone to participate was when we were doing keep calm and skip on and everyone was jump roping but one student couldn't skip rope because they are in a wheelchair
- It is hard for a student with down syndrome on my soccer team to understand the rules fully
- When one of my classmates had an injury, resulting in them not being able to participate in track-and-field
- When we are learning something new and a student doesn't fully understand
- A time where it was difficult for someone to participate fully was when my friend broke his hand and we couldn't play hockey
- Last year I ended up getting tennis elbow, so while I was at school I wasn't allowed to throw otherwise my injury could get worse. So, during gym class we were playing dodgeball but I couldn't throw the ball so I just had to try to get people out by catching the balls
- It can be hard for some people to participate in the school musicals because not everyone can stand still or remember lines
- A boy had hurt his leg and he had to sit out in gym class.
- It was difficult for some students to participate fully because they were unable to read a chapter book
- Gym class if a student is not athletically inclined
- When a student is not able to go the Muskoka Woods last year because they were having surgery
- When a student has trouble understanding what is going on or what we are doing; this makes it difficult for them to participate
- If a student has a broken arm or foot, they cannot fully participate in gym class or other activities
- It can be difficult to participate in an activity for much younger students or if they are too small
- People with asthma on track day
- Disabled students can't always participate

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

- After fun assemblies and there is music playing and everyone is dancing and making a people train. It is so much fun when everyone at that assembly is participating
- During gym because we don't pick our groups
- Our assemblies
- Food drive
- At the yearly Carnival
- Going into groups for Math

- When we include everyone in a learning group and everyone gets a part
- Three big events when we got the whole school involved was when we did Canadian Food for Children, Jump Start, and Track and Field.
- My school did a good job at getting everyone involved during the Can Drive by making announcements and we collected all sorts of things and lots of cans.
- During Carnival everyone was involved and everyone got to try all the activities and it was very fun.
- When we do Carnival it is fun and we get together and always brings people together
- At my school we had school dances that any one was allowed to attend
- Our school is good at including everyone in our school Masses. The school makes it so that every classroom gets to lead a Mass during the year by bringing up the gifts or reading
- When we did Carnival we all got to play the games. I think our school has a lot of fun together on that day. The grade 7/8 run the games which is fun
- My school does a great job at getting everyone involved all the time but on days like Funky Sock Day they make sure that everyone can be involved
- Letting a student with down syndrome play basketball and soccer even though he wasn't the greatest
- Walk across Canada where we, as a school, all walk around our school together.
- Recess
- Our school does an amazing job of getting everyone involved but a time each year that I feel our school does the best is Track and Field day. All teachers encourage students to participate even though some don't love Track and Field
- When we have Carnival or the play days with all of the games and students and the staff members would run the stations and everyone would be included
- Our school did a good job at getting everyone involved by doing the walk across Canada each Friday. Everyone was able to participate by walking around the school and we worked together to try and achieve a goal!
- My school is usually very good at getting everyone involved in activities, like when they have the Math Carnival, and Track and Field
- Terry Fox Run
- Education in the classroom
- Play Day is a fun day where all the kids are put into teams and we do fun activities - everyone can do them in some way - maybe with help from an older student
- At fun events like our Carnaval and Track and Field
- When Captain Positivity came to our school, also on days when it's a special theme day like Wear a Pink Shirt Day for Bullying Awareness.
- When we did Carnival we got almost everyone to participate.

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

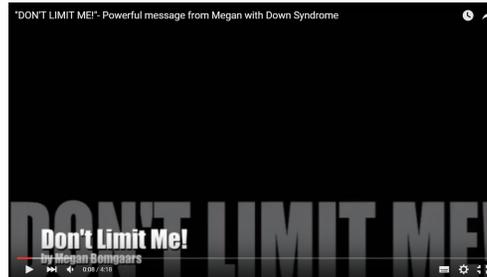
- Have something interesting for all people and students something that will catch on
- By making sure that kids feel interested in what they are doing
- I think they should have more than one team per sport so then everyone who tries out will get to play
- I don't know, but I guess they could try to do more accessible activities like drawing
- By having students be partners with different people each time
- Not expecting more out of certain students and giving everyone the same opportunities
- Make things more fun
- By teaching everyone to be nice and kind to others
- By including more activities that more of the students enjoy, so they feel more comfortable, and participate more often
- Make a time in the day for everyone to participate
- Our school can make lots of posters for around the school and give lots of notice for an event so lots of people can help out with that event and we have lots of participants who can get involved and help out
- By picking more activities that anybody can participate
- By helping all the kids who need it so they can do things like tests
- Kids with disabilities can be allowed to do stuff without a teacher standing right beside them at all times
- Our school could improve by making it so that more people participate in activities
- Our schools could improve everyone's participation by exciting everyone a bit more
- By having different teams non-competitive and competitive for gym classes
- They could make some of the things easier to do for all of us or create something that works for all grade's.
- I think our school already does an amazing job with getting everyone involved but I think that continuing to do the *Star of the Day* each morning on the announcements will keep encouraging students to do good deeds.
- Our school does a great job of letting everyone participate. Physical Literacy Fridays (last year), Keep Calm Thursdays, and Walk across Canada are all great examples of everyone being able to participate.
- By making sure the activity can be changed if needed so everyone can participate
- I don't really think our school needs to improve as we are already pretty good at participating
- Make the activities fun and easy to understand for everyone
- Have prizes

**If a student was named, the sentence was changed to modify the name to "he, her, a student" etc.*

****Please note that these are student responses and if they are doubled by students they are left doubled in these compiled results to demonstrate consistency of response.****

If you were making this video, who would YOU recommend it to?

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



Who would you recommend this video to? (I would recommend it to...)

I think that showing this video to all kids at our school from grades three to eight. I think that this video is very important because that girl is telling you to not think that other kids can't do it. You can do anything that you set your mind to.

I would recommend it to anyone because I think everyone needs to know that there shouldn't be restrictions on what people can do by there first impression or there "Cover"

I'd recommend this video to teachers and principals because she's talking about changing the system and they are the ones who have to worry and do those things.

Students, teachers and parents.

EAs

I think that we should show this video to younger students. I believe that it would inspire them to dream, and to stay confident in themselves to not give up.

I would show it to my parents and teachers

I would recommend this video clip to students. Everyone should be treated the same way and not think they need someone with that person all the time and that they can do things themselves.

I would recommend it to everyone in the school and in the community.

Students and teachers

Students because even if someone has a disability or are different doesn't mean that you do not include them
Teachers and EAs
I think that this video is for teachers. I think this because at the beginning of the clip, it was directed to the teachers. Also Megan said that she was going to help teachers with their kids in their classroom.
I would recommend this to adults and children my age because we should not be treating someone poorly because of this. It would make people kinder and more thoughtful. This video made me feel sad that people limit people that are just a little different than us. So if we can teach adults they will teach their kids and kids will pass it on and the world will be a better place.
I would recommend this video to students just to show that we shouldn't limit other people to what they can and can't do. Believe in them. Believe that they can do whatever their heart desires. Believe that they can be independent people. Believe that they can do what you do.
I would recommend this video to everyone because everyone needs to know about special needs students and why they are important. They also are people so I don't think they should be bullied.
Students because they want to help other students.
I would recommend this video to everyone but the group of people I would choose to show it to are EAs, teachers, and intermediate students. I would recommend this video to EAs because they work with special needs students most often. I would show this video to teachers so that they can become more aware that they need to teach these students how to work independently. They are also role models for intermediate students. Intermediate students can see teachers and EAs working and helping with these students and will want to be kind and assist these students as well.
Students. I would recommend this powerful message to students because I feel that younger people are faster to judge or think that someone is incapable of doing something. Adults usually have a better understanding of what someone is going through and know what they need to learn.
I would recommend this video to intermediate students because the video is very inspirational. She talks about not limiting her which we all need. We all need life skills as she says in the video so don't limit us. She showed everyone that she can do anything by cheerleading.
I would recommend this video clip to students, or a younger audience, because younger people are usually very quick to judge, so this video can give them a deeper understanding about people with special needs so that they will understand why some things are hard for them.
Teaches because they need to teach people they should have no limits.
Special people, they face more challenges than the rest of us.

I think it should be everyone that you listed, students, teachers, custodians, EAs, intermediate students, parents and all students because they all have a part to play in some in school.

Students and teachers.

I would recommend this video clip to parents and students because they need to understand all kids deserve to be encouraged.

I think it should be everyone that you listed - students, teachers, custodians, EAs, intermediate students, parents and all students because they all have a part to play in school.

I would recommend it to students because it is about trying to do the school work and not just saying I can't do this it's too hard.

I would recommend this video to the students because we can learn from this video, and learn that you can do anything!

Inclusionary Workshops and Professional Development for Board Employees 2019-2020
K-12 Curriculum Team

Timeline	Targets	Topics	Facilitators
September	New Program Resource Teachers	Orientation - Introduction to the key components of the PRT role	Janet Boyle Lisa Thompson-Power Sara Vadovic
September	27 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.	Joan Martell
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.	Brendan Deery Janet Boyle Joan Martell Lisa Thompson-Power Sara Vadovic Christine Preece
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	Heather Carron-Doyle Sarah Nelson Lynn Tourangeau Sara Vadovic Alisha White Michele Williams

		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.	
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	ABA Training/Universal Supports/AFLS/H.E.L.P - The Universal Support resource is used to increase student independence, improve learning opportunities, and create inclusive environments. ABA is the application of behavioral principles that will, over time, increase or decrease targeted behaviors. HELP and AFLS in-service was provided to school teams to aid in the development of appropriate programs for students accessing alternate curriculum areas.	ABA Team
On-going and as requested	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-12 Teachers involved in board initiatives Math Strategy, Collaborative Learning Space Support Sessions.	Technology training to enhance learning and provide using a variety of applications on a range of devices. Many features on devices, applications and programs can be used as assistive technology and to support differentiated instruction.	Brenda Corchis Paul Teetzel Cortnee Goure Chris St. Amand Janice Prangley Terri Sinasac Lisa Williams Michael Giroux Kim Fitzmorris Lisa Aarsen Paul Cogghe Brian Breault

Several meetings	K-12 teachers	Blended Learning- using the provincial LMS (learning management system) which has a variety of tools for use as assistive technology and differentiated instruction	Michael Giroux
ongoing	K-12 teachers	Google Apps for Education and Edsby Training (Digital learning and communication platforms)	Brenda Corchis Paul Teetzcl Lisa Williams Michael Giroux Kim Fitzmorris Paul Cogghe Brian Breault
Throughout the school year (various opportunities)	K-12 teachers ECEs EAs Parent Councils Community partners	Trauma Informed Schools	Christine Preece Student Support and Wellbeing Members
March - June 2019	Secondary Student Leadership Teams	Secondary Speak up Grant whereby School Wellness Teams and Indigenous Education Leadership teams are working through a process to gather student voice and implement wellness strategies.	Cortnee Goure Chris St Amand Chris Preece Secondary Teachers Supporting these teams
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
Ongoing	As requested	Social Emotional Learning Mind UP	Student Support and Wellbeing Team members
Ongoing	Principals,	Mentally Healthy Schools	Christine Preece

	Administration, Professional Groups		Student Support and Wellbeing Team members
Mar - June	EA Training	<p>Common Illness Prevention Coronavirus Awareness Video Stress Management An Introduction to Autism Spectrum Disorder ASD?</p> <p>Scent Awareness Social Stories Match, Select, Name 7 Steps to Creating a Positive Learning Relationship Collaborative and Proactive Solutions – Module1 Collaborative and Proactive Solutions – Module 2 Collaborative and Proactive Solutions – Module 3 Augmentative and Alternative Communication Introduction to School Based Speech Language Pathology Part 1Introduction to School Based Speech Language Pathology Part 2- Oral Language Literacy Development Part 1: Phonological Awareness Literacy Development Part 2: Print and Decoding Module 1-How to Read an Audiogram Module 2-Hearing Levels: Educational and Social Implications Module 3: Benefits and Limitations of Hearing Aids and Cochlear Implants Module 4: Classroom Acoustics:Soundfield and Personal Systems Module 5: Words are like keys...</p>	

**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
	Upgrade existing elevator lifts	\$20,000	Completed in 2020
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
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 2020
Good Shepherd	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
	Introduce access ramps	\$5,000	Completed in 2020
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
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
St. Agnes	Construct a barrier-free washroom	\$20,000	Completed in 2015
St. Angela Merici	Construct a new barrier-free school	\$14,3 M	Completed in 2020
St. Anne, Blenheim	Installed universal bathroom, sidewalk and ramps	\$100,000	Completed in 2019
	Installed door operator on yard door	\$5,000	Completed in 2020
St. John Fisher	Construct a barrier-free washroom	\$200,000	Completed in 2015
	Add entrance opener to front entrance door		
	Add designated parking spaces and proper walkways		
	Add access ramp to rear yard		
St. Matthew, Sarnia	Install universal clock system	\$20,000	Completed in 2019
	Universal clock system	\$15,000	Completed in 2017
	Parking lot and sidewalk enhancements	\$20,000	Completed in 2018
St. Joseph, Chatham	Upgrade washroom and workspace	\$5,500	Completed in 2018

St. Joseph, Tilbury	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 2020
	Add pre-school room to childcare	\$25,000	Completed in 2019
St. Michael, Brights Grove	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2016
St. Michael, Ridgetown	Added barrier-free washroom	\$25,000	Completed in 2015
	Installed auto opener to child care entrance	\$25,000	Completed in 2015
	Added barrier-free parking space & sidewalk to child care entrance	\$50,000	Completed in 2015
	Installed 2 water fountains (meets barrier-free requirement)	\$6,000	Completed in 2016
St. Vincent	Modified girls washroom to accommodate a student's accessibility needs	\$5,000	Completed in 2016
St. Peter Canisius	Universal clock system	\$ 30,000	Completed in 2020
St. Philip	Installed water fountain (meets barrier-free requirement)	\$3,000	Completed in 2020
St. Elizabeth	Added barrier-free washroom	\$30,000	Completed in 2014
	Installed water fountain (meets barrier-free requirement)	\$6,000	Completed in 2016
St. Patrick's	Secondary School Addition & Renovation	\$500,000	Completed in 2014
	Addition of 6 barrier-free washrooms		
	Special Education Classroom -barrier-free kitchen, track & lift in washroom and classroom		
	Health Sciences Classroom – barrier-free kitchen, track & lift in washroom		
	Food Services Classroom – accessible workstation		
	Science Classrooms – accessible lab stations		
	Resource Centre/ Library – ramps		
	Addition of elevator in lobby		
	Installed 2 water fountains (meets barrier-free requirement)	\$6,000	Completed in 2016
	Installed auto door opener on Library door (2nd floor)	\$10,000	Completed in 2016
Catholic Education Centre	Upgraded existing lobby washroom to barrier-free	\$25,000	Completed in 2016
Various Schools	2015 Facility Accessibility Review (28 schools)	\$20,000	Completed in 2015

Summary of Community Partner Feedback

Respondent Summary:

The Annual Accessibility Plan for 2020-2021 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 2020-2021 was favourable. St. Clair Child and Youth Services commented that the plan was very well done. All other feedback forms indicated there were no suggestions for the 2021-2022 plan.