



Annual Accessibility Plan

(September 2008 - August 2009)

Building Inclusive Catholic Communities

Prepared by

Accessibility Committee
London District Catholic School Board



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Executive Summary

The Accessibility for Ontarians with Disabilities Act (AODA) received royal assent on June 13, 2005 and is now the law. With this legislation, the government is acting to transform Ontario into an accessible society for people with disabilities. To this end, the AODA 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.

This is the fifth annual accessibility plan prepared by the Accessibility Working Group, which now has become the Accessibility Committee of the London District Catholic School Board. The plan describes: (1) the measures that the London District Catholic School Board has taken in the past, and (2) the measures that the London District Catholic School Board will take during the year (2008 - 2009) to identify, remove and prevent barriers for people with disabilities.

This year, the London District Catholic School Board committed to the continual improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community with disabilities. The plan also reports on the participation of people with disabilities in the development and review of its annual accessibility plans.

Working from last year's inventory, the Accessibility Committee continued to identify a number of barriers for people with disabilities. These categories include: Physical/Architectural; Communication/Information; Attitudinal, Technological and Policy/Practice. Over the next several years, the Accessibility Committee recommends focusing on a number of different barriers.

1. Aim

This plan describes the measures that the London District Catholic School Board has taken in the past and measures that will be taken during the next year (2008 - 2009) to identify, remove and prevent barriers for people with disabilities who work in, use or attend school board facilities and services.

2. Objectives

This plan:

1. Describes the *process* by which the London District Catholic School Board will identify, remove and prevent barriers for people with disabilities
2. Reviews efforts at the London District Catholic School Board to remove and prevent barriers for people with disabilities during the *past year(s)*
3. Lists the policies, procedures, programs, practices and services that the London District Catholic School Board will review in the *coming year* to identify barriers for people with disabilities
4. Describes the *measures* the London District Catholic School Board will take in the coming year to identify, remove and prevent barriers for people with disabilities
5. Describes how the London District Catholic School Board will make this accessibility plan *available to the public*

3. Commitment to Accessibility Planning

The London District Catholic School Board is committed to:

- Facilitating the work of its Accessibility Committee
- Ongoing consultation with people with disabilities in the development and review of its annual accessibility plans
- Ensuring school board policies and procedures are consistent with the principles of accessibility
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community

4. **Description of the London District Catholic School Board**

The London District Catholic School Board has 48 elementary and 8 secondary schools providing a full range of education experiences from Junior Kindergarten through to the completion of secondary school. In addition, Continuing Education for adult learners is available. Approximately 22,000 students in the counties of Middlesex, Oxford and Elgin, including the cities of London, St. Thomas and Woodstock are educated within our school system. Overseeing our Board are 9 trustees – 5 elected to represent London, 1 elected each for Elgin, Middlesex and Oxford, 1 non-voting student trustee, as well as a board chaplain.

The administrative, teaching and support staff are dedicated to teaching in a student-centred Catholic educational community. This philosophy identifies the supports all students require to learn in an inclusive environment; in accordance with the Ontario Curriculum and directly linked to well defined and measurable outcomes.

Students with special needs are welcomed and supported to learn in their neighbourhood school communities. Special education programs and services are available in the system. An 'Early Identification Project' identifies students who may require additional support in their early years in order to achieve success. Also available are English as a Second Language (ESL) and Early Literacy Development (ELD) programs.

Local Catholic School Councils are an integral part of the system whereby parents, teachers and members of the school community become involved in the education of students. As part of the decision making process, they bring their wisdom, knowledge and insight to the school.

The Catholic Church, through its many parishes, plays a significant role in connecting local schools with all parishioners thus strengthening the belief that the home, the school and the Church share equal responsibility for the education of the child.

The objective of the London District Catholic School Board is to develop in our students a love of God, people and self, an appreciation of prayer and a moral foundation to assist them as they journey through life. Catholic schools provide a complete academic program in an environment that integrates learning, religious instruction, Gospel values, and spiritual formation into all aspects of the curriculum. The schools have strong links to parishes.

The mission of the London District Catholic School Board is:

To serve the Catholic student of London District in a community that nurtures a living faith and provides a quality Catholic education that enables the individual to become a contributing member of the Church and Society.

We believe that District Catholic Schools must:

- Provide a distinctively Catholic Education through the integration of Catholic beliefs and values in all learning experiences
- Deliver Catholic education in partnership with the family, the parish and the community as a means of developing learners who can contribute positively to the Church and society
- Proclaim the Good News of Jesus Christ
- Teach learners in a student-centered education community that:
 - Fosters the development of the whole person as an individual
 - Inspires excellence in the individual and in the school system
 - Nurtures values, skills and the ability to learn based on individual potential
 - Defines and measures outcomes as a basis for system planning
 - Provides educational services in English and French (Immersion)
 - Provides educational services that respect an individual's special needs, cultural diversity, gender and potential

5. The Accessibility Committee Members

The Accessibility Committee 2008 –2009 consists of the following members:

Board Based:

Organization/Department	Contact Person	Contact Information
London District Catholic School Board (LDCSB)	Terry Grand Superintendent of Education	519 663-2088 Ext. 40011 t.grand@ldcsb.on.ca
Board of Trustees for LDCSB	Loren Demelo Trustee	519 432-4163 l.demelo@ldcsb.on.ca
Administration & Finance	Mark Weaver Assist. Superintendent of Business	519 663-2088 Ext. 43303 m.weaver@ldcsb.on.ca
Building Services	Terry Williams Manager of Maintenance & Custodial Services	519 663-2088 Ext. 43305 t.williams@ldcsb.on.ca
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Centre for Information Resources & Technology	Bob Baran Senior Administrator	519 663-2088 Ext. 41002 b.baran@ldcsb.on.ca

Transportation, Planning & Assessment	Jim Talbot Manager of Transportation	519 663-2088 Ext.43502 j.talbot@ldcsb.on.ca
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Program Department	Karen Dean Program Resource Staff	519 663-2088 42205 k.dean@ldcsb.on.ca
Elementary School Administrator	Gabe Pizzuti Principal	519-660-2795 g.pizzuti@ldcsb.on.ca
Secondary School Administrator	Donna Hammond Principal	519 675-4431 d.hammond@ldcsb.on.ca

Community Involvement:

It is the intent of the committee to actively consult with stakeholders groups regarding accessibility issues including:

Association for Bright Children

Autism Society Ontario

Canadian Hearing Society

Children's Aid Society

Community Living

Easter Seal Society

Epilepsy Support Centre

Integration Action Group-London Area

Learning Disabilities Association

London District Catholic School Council

London Down Syndrome Association

Ontario Association for Families of Children with Communication Disorders

Thames Valley Children's Centre

Special Education Advisory Committee (SEAC)

Views for the Visually Impaired-London Chapter

6. Accomplishments from the Accessibility Plan 2007-2008

During the past year, there have been a number of informal and formal initiatives at the London District Catholic School Board to identify, remove and prevent barriers to students and staff with disabilities. Examples of some of these accomplishments organized by type of disability include:

Physical/Architectural*

- Barrier free washrooms were added to accommodate student needs and staff safety in the following 4 elementary schools:
 - Jean Vanier
 - St. Patrick, Woodstock
 - St. Michael, Woodstock
 - Sacred Heart, Parkhill

- Installation of accessible playground structures in partnership with School Councils took place at the following 4 elementary schools:
 - St Jude
 - St. Vincent de Paul
 - St. Francis, London
 - St Michael – Woodstock

- Sound field FM speakers were relocated/installed at the following 5 elementary schools:
 - Our Lady of Lourdes
 - Holy Rosary
 - Our Lady Immaculate
 - St. Mary, West Lorne (2 units)
 - St. Robert

- New automatic accessible door openers were installed in the following 3 elementary schools:
 - Jean Vanier
 - Sacred Heart, Parkhill
 - St. Vincent de Paul, Strathroy

* Additions and renovations are in compliance with building code whereby accessibility is inherent in building code

Communication/Information

- Differentiated Instruction and Universal Design for Learning continues to be the focus for professional development for teachers in order to help them address the needs of diverse learners within the classrooms.
- The role of the Educational Assistant has become more complex in a board that embraces inclusion of our students. Part I of “Classroom Teams” is underway with the introduction of a Self Directed “Teacher /EA Work Relationship Workshop-in-a-Bag. This is a 6 week x 40 min session wherein a teacher and EA spend time reading and completing activities and dialoguing in order to better understand each other’s role and responsibility in relationship to serving students.
- Part 2 of “Classroom Teams” was introduced to elementary Principals, SPSTs and ESL teachers. The focus is on SPSTs and ESL teachers providing support for students and teachers within the diverse classroom setting.
- Teachers have access to a web-base Individual Education Plan (IEP) for their students. Secondary teachers will receive in-service to improve the development of IEPs using ‘performance tasks’ language tied to the provincial report card.
- An IEP audit was completed in the spring to determine the status of implementation and provide suggestions for improvement.
- Orientation training to build educators capacity to serve students with special needs in their classroom are provided each September:
 - Deaf & Hard of Hearing – 24 teachers & 5 Educational Assistants
 - Blind & Low Vision – 10 teachers & 10 Educational Assistants
 - ASD – 30 elementary teachers & 25 secondary teachers
- Gifted/enrichment modules were provided for students again this year.
- A bi-monthly electronic Program Newsletter (Program Point of View) is published to keep all staff informed of key program initiatives to support staff and students.
- The Family Literacy conference included workshops in different languages and continues to be offered annually.
- A series of Fred Jones training workshops including summer institute sessions on effective classroom management was provided to new and experienced teachers
 - 208 teachers – 3-6 hours (1 – 2 modules)
 - 355 teachers – minimum of 9 hours
 - 101 teachers – 18 hours (full course)

- 16 teachers are now certified trainers/facilitators
 - 7 schools were trained
- 5 schools to date have participated in TRIBES Training, a community building process for school culture improvement. Last year, the training was provided in the following two schools:
 - St. Robert School
 - Holy Rosary School
- The ESL website was updated to offer translated information to parents in Spanish.
- Elementary School registration forms have been translated into Spanish.
- The Adult and Continuing Education Department offered English as a Second Language (ESL) Summer School program for elementary students at Jean Vanier School (Gr. 1-6), in combination with an ESL parent program.
- The Continuing Education Program offers adult ESL classes at the following sites:
 - Springbank Employment Centre – 3X per week, 11 months per year
 - Centre for Lifelong Learning – day classes 5X per week year round
 - Centre for Lifelong Learning – evening classes 2X per week Sept. to May
 - Jean Vanier School – 5X per week in July (Summer School)

Attitudinal

- Custodial and maintenance employees all received a session Autism Spectrum disorders in order to build staff capacity to serve students with autism. There is a partnership and protocol agreement between our Board and the Thames Valley Children's Centre – School Support Program.
- Our Board supported a number of research projects specifically aimed at improving inclusionary practices in our elementary and secondary schools
- The Coaching to Inclusion Conference is provided annually for approximately 100 staff members, parents and this year, students of grades 7 – 12
- Reach Every Student continues to be the focus for Program professional development
 - Raise the Achievement Bar & Close the Gap
 - Targeted early intervention for students with special needs, Boys Literacy and English Language Learners.
- Professional Learning Experiences were focused on Guiding Principles for Inclusive Education and School Improvement Planning

- Father Mulligan provided reflections on the paradigm shift affecting Catholic education in Ontario
- Damian Cooper presented a number of workshops for administrators and teachers on Assessment for Learning
- Dr. Jean Clinton presented current research on brain development as it relates to student behaviour to primary school teachers and secondary department heads
- Heather Clayton offered differentiated instruction to address the diverse needs of elementary and secondary students
- Bruce Ferguson presented on relationships for engaging intermediate & secondary students and making them successful
- The Catholic School Effectiveness Framework provides a collaborative process for engaging schools to enhance the quality of learning and increase student achievement for all students. The ultimate goal of the professional learning in the Catholic School Effectiveness Framework is to narrow the focus with informed practice. This has pertinent implications for raising the expectations in achievement for all students and to close the gap in achievement for particular groups of students (i.e. Boy's Literacy, English Language Learners, and students with special needs.
 - Each school within our school board participated in professional learning to reflect their current status of delivering essential indicators of quality learning.
 - A particular emphasis is placed on our priority schools with differentiated program supports and resources
- The philosophy of the London District Catholic School Board's Physical Recreation Program includes the opportunity for skill development by all students through a program that fosters maximum participation of all students regardless of ability, location and socio-economic background. A few highlights from the 2007-2008 school year included:
 - Close to 550 students participated in the Fitness Walk at the Cross Country Meet. This is an increase of 300 students from last year. The Fitness Walk was created many years ago as another option for participating in this Maximum Participation Event. Close to 8000 students participated in the Cross Country Meet.
 - Close to 2700 students participated in the Gymnastics Meet. The Mass Participation event at the Educational Gymnastics Meet is open to students of all abilities and is a large group effort. 19 schools (530 students) entered the Mass Participation event
 - Due to the non-competitive nature of Dance Fest, everyone has the opportunity to participate. Close to 7206 students participated in Dance Fest.
 - Tchoukball was introduced into the Recreation program. 4 schools attended a mini-tournament and skills clinic (32 students).
 - Athletes in the Adaptive events at the LDCSB Hans Janssen Memorial elementary school Track & Field Meet participated with their peers in the field events. Participants were awarded a ribbon for each event based on their personal bests. Fifty-five (55) athletes participated in the Adaptive Events.

- St. Joseph Catholic Secondary School continues to host an annual adaptive Track & Field Meet for our secondary school students and peer helpers.

Technological

- The LDCSB has launched an exciting technological innovation that supports Universal Design for Learning for all students. Over the summer, CIRT began the installation of "Premier Tools" on classroom computers, a floating toolbar that has ten powerful literacy tools that gives students the ability to make notes in PDF files (including textbooks), translate text into French and Spanish, create electronic audio books, and much more! Those SPSTs and teachers who have attended workshops to date have been enthusiastic in their praise for Premier. Tip sheets and other information on Premier can be found in the M Drive in the Premier Accessibility Suite folder.
- An accessible and transparent school and system profile database for students with special needs is now available for all school administrators, SPSTs and Program administrators.
- All teachers have easy access to student information including those students with special needs in their classroom
- Eighty eight (88) students received specialized equipment and/or software and training totalling \$489,059 according to the following breakdown:
 - Special computer equipment and software (assistive technology) for 74 students with special needs was purchased totalling \$287,724
 - Special equipment (Hearing) for 12 students with special needs was purchased totalling \$64,067
 - Special equipment (Physical) for 24 students with special needs was purchased totalling \$137,016
 - Special equipment (Vision) for 1 student with special needs was purchased totalling \$252
 - All SEA printers have been standardized to have printing, scanning and copying capacity
- Wireless microphones and speakers were added to improve student ability to hear the teacher more clearly throughout the classroom in the following schools:
 - St. Michael, London
 - Blessed Sacrament
 - St. Rita
- SMARTboards/Airliners technology was piloted in 3 elementary and 3 secondary school sites

- 2 of 6 students on Home Instruction due to medical reasons were able to access web cam communication with their classroom
- The NTIP website was developed to share information amongst new teachers
- Encouraged the use of online resources in the Program Department to facilitate communication, which has resulted in approximately 60 new learning resources web pages.
- e-Learning Credit Courses were are offered in situations where courses are cancelled at secondary schools due to low enrolment. Online learning is also beneficial to students with medical health issues, students on suspension, etc.
 - One e-Learning course was offered in the 2nd semester. BAT4M (Grade 12 Accounting) - 9 students participated in 2007-08
- Credit Recovery Courses - Credit Recovery is re-teaching material not successfully mastered in class. It is offered online to allow students to take courses outside their own subject teacher's area of expertise.
 - Offered for 60 students in semester 2 across the system
- Peer Tutoring Course IDC4U - e-Learning allows secondary classrooms to have peer tutors in all 4 periods in all 8 schools over 2 semesters while only requiring one section per school (8 sections across the system)
 - 150 students in Grade 9&10 classrooms benefited from having a peer tutor working with struggling students. This support includes further exploration following teacher presentation, assistance when a student misses a class and help in preparing for exams.

Policy/Practice

- New legislation served as a catalyst for Safe Schools Policies and Procedures to be amended. The London District Catholic School Board opened "Micah's Place" a program for students on long term suspension or expulsion to meet both the academic and non-academic needs of students. A teacher, social worker and social skills assistant staff the program.
- Alternative Learning Centre sites were expanded and are now available and accessible to each of our county Secondary Schools.
- Seven Non-violent Crisis Intervention (NVCI) training sessions were offered to 152 staff. Approximately 69 staff were certified in 2007-08 and 83 staff were re-certified. This represents an increase from the previous year.

- Reviewed Occupational Violence Prevention with all staff during Fall PD Day along with the annual WHMIS training.
- In-serviced all staff on positive behavioural supports for students, as well as occupational violence prevention
- Workplace accommodation and safe-return-to-work protocols continue to facilitate the safe return to work of injured staff. Work site accommodations addressed medically supported limitations. The goal is to provide an opportunity for the individual to safely continue to make a meaningful contribution in work environment. These accommodations included:
 - Modifications to duties
 - Changes to the work schedule
 - Provision of specialized equipment
- Approximately 37 accessible vehicles (taxi, van, small bus) transported 78 elementary school and 82 secondary school students on a daily basis from home to school.
- Four full size accessible buses are available to elementary and secondary schools. In 2007-08 these buses were used for 60 school field trips. This represents an increase of 24 trips over the previous school year.
- All bus drivers (regular and special needs routes) are trained annually on First Aid & CPR including the use of epi-pens as directed by the Ministry of Education.

7. Barrier Identification Methodologies

The Accessibility Committee reviewed barriers as originally assessed by the committee in 2003 (Appendix C). The Accessibility Committee will use the following barrier-identification methodologies and consultation forums for 2008-2009:

Methodology	Description	Status
Community Consultations	The Accessibility Committee will meet with community groups representing persons with disabilities and other relevant stakeholder groups, e.g. SEAC, London District Catholic School Council.	Ongoing
Presentation to Senior Administration	Opportunity for input and feedback	Fall 2008
Presentation to Trustees	For information	Fall 2008
Presentations to Staff	Presentations to principals and board department managers.	Fall 2008

Methodology	Description	Status
School Consultations	Consultations with elementary and secondary school will be conducted to determine what barriers need to be addressed.	Fall 2008
Accessibility Assessments	Use of descriptive guides, checklists and staff input at all school sites including the annual building survey as part of the capital planning process	Fall 2008
Document Review	Accessibility related assessment data will be gathered from a variety of sources (e.g., building services audits, stakeholder input)	Ongoing

8. Priority Barriers to Address in 2008 - 2009

From this point forward, all school board programs, policies, practices and services will be subject to the guiding principles of inclusion. We will strive to create an environment that is accessible to all people, regardless of age or ability. Through the annual accessibility planning process, London District Catholic School Board's programming, policies and practices will be assessed to ensure continuous improvement in accessibility

At the present time the Accessibility Committee has identified the following priority barriers to address in 2008 - 2009 along with their related barrier removal/prevention strategy.

Barrier	Strategy
Physical/Architectural*	<p>Accessible washrooms will continue to be added to major renovation projects at schools</p> <p>Accessible playground structures in partnerships with school councils will continue to be installed</p> <p>Report on sound field FM speakers for individual student needs (SEA) and sound field systems for classroom instruction enhancement in partnership with school councils.</p> <p>* Additions and renovations are in compliance with building code whereby accessibility is inherent in building code</p>
Communication/ Information	<p>Continue to develop web-based program and informational materials for staff and parents in order to enhance accessibility</p> <p>A public consultation will be held annually to seek input regarding the LDCSB's Special Education Plan</p>

Barrier	Strategy
<p>Communication/ Information</p>	<p>Secondary school teachers will receive in-service to improve the development of IEPs using ‘performance tasks’ language tied to the provincial report card.</p> <p>An IEP audit will be completed in the spring to determine the status of implementation and provide suggestions for improvement.</p> <p>Part I of “Classroom Teams” - Teacher /EA Work Relationship Workshop-in-a-Bag will be implemented in interested schools across the system</p> <p>Part 2 of “Classroom Teams” will continue to focus on SPSTs and ESL teachers providing support for students and teachers within the diverse classroom setting. The Program Resource staff are an integral part of the school teams working to increase measurable student achievement for students with special needs and English Language Learners.</p> <p>A public consultation process will be convened for input into the 2008-09 LDCSB Special Education Plan</p> <p>An electronic Parent Newsletter will be published for parents of students with special needs as well as English Language Learners.</p> <p>Increase availability of information in other languages on the Program website.</p> <p>Continue to offer adult ESL programs as part of the Continuing Education Department</p> <p>Continue to offer a summer adult ESL program with a corresponding elementary (Grades 1-6) ESL program at Jean Vanier for 2009</p> <p>Add parent representative to the Annual Accessibility Plan committee for 2008-09</p>
<p>Attitudinal</p>	<p>Coaching to Inclusion conference will continue to be supported in October 2008.</p> <p>Continue to provide information and educational sessions for students, staff and community members regarding accessibility issues and inclusion practices</p> <p>The recommendations of the Ministry document ‘Education for All: K-12’ will be reviewed in the elementary panel and introduced to the secondary panel. This document</p>

Barrier	Strategy
	<p>emphasizes programming for all students (e.g., students with special needs, students with English as a second language) within a diversified classroom setting.</p> <p>Increased Program support and resources will be available for priority schools as part of the Effective Schools Framework</p>
Technological	<p>Website access to programming information will be updated and made more accessible to administrators, teachers and parents.</p> <p>Curriculum and Student Success web resources will be added to the Program Department website</p> <p>Continue to provide additional in-service opportunities for staff to learn the OSAPAC licensed assistive technology software</p> <p>Premier Technology will be piloted in 14 schools this fall. It provides support to access to the curriculum by students, staff and parents</p> <p>An accessible and transparent school and system profile database for English Language Learners will be developed for all school administrators, SPSTs and Program administrators.</p> <p>The Special Education database will be enhanced to include data from Speech & Language pathologists, Psycho educational consultants, Social Workers and specialized equipment and technology.</p> <p>More classrooms will be equipped with</p> <ul style="list-style-type: none"> ○ enhanced instructional audio system ○ SMARTboards/Airliners ○ Wireless microphones and speakers <p>Oxford Affiliate schools will be enhanced with video conferencing capacity with their Affiliate Support Team at Pius X School office.</p> <p>4 e-Learning Courses will be offered in 2008-09. 1st semester – BAT4M (Grade 12 Accounting) - ICS4M – Computer Science Grade 12 2nd semester – EMS30 (English Grade 11) - MCT4C (Math for College Technology, Grade 12)</p>

Barrier	Strategy
	<p>Credit Recovery Courses will be available in both semester's this year</p> <p>Peer Tutoring courses will continue to be offered in all secondary schools</p>
Policy/Practice	<p>Fred Jones will continue to be offered as an integral part of teacher training.</p> <p>TRIBES training will continue to be provided to school staff</p> <p>An Ontario Psychological Association partnership with the Ministry of Education has resulted in a recommendation to the Program Department to continue the piloting of a comprehensive educational assessment for use by teachers specifically from JK to Grade 2 in order to ensure the earliest intervention regarding language development for students.</p> <p>Safety Training – All new bus drivers will continue to receive training on First Aid & CPR including the use of epi-pens. A DVD for bus companies is being developed by our school Support Program - ASD partners to help them train /orient their drivers to serve student riders who have ASD.</p> <p>Non-violent Crisis Intervention (NVCI) training will continue to be provided for staff</p> <p>Continue to accommodate staff with medically supported limitations</p> <p>In addition to Sabrina's Law for students a policy Code G 1.12 "Employee Safety and Welfare- Protection of Anaphylactic Employees has been developed for staff.</p>

9. Review and Monitoring Process

The Accessibility Committee will meet at a minimum of three times during the planning year to review progress. Throughout the year, evaluation of the effectiveness in implementing the barrier-removal and prevention strategies will be ongoing in preparation for the sixth year of accessibility planning. Stakeholder groups (e.g., school principals, SEAC members, trustees, senior administration) will be provided on an on-going basis progress status updates.

10. **Communication of the Plan**

The London District Catholic School Board's accessibility plan will be posted on the board website at www.ldcsb.on.ca under the headings About LDCSB - Business Documents and Notices and Bulletin Board. Hard copies of the plan, as well as accessible formats can be made available by contacting:

Terry Grand, Superintendent of Education
London District Catholic School Board, Catholic Education Centre
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E-mail: t.grand@ldcsb.on.ca

This draft plan is being presented to the Board of Trustees on September 22, 2008 and will be posted immediately after Board approval of the plan. Consultation with staff and community stakeholders will be an ongoing process.

Appendix A: Where to Look for Barriers

Definition of Disability

The AODA adopts the broad definition for disability that is set out in the *Ontario Human Rights Code*. “Disability” is:

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.
- (b) a condition of mental impairment or a developmental disability;
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act*, 1997.

What is a barrier?

A “barrier” is anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an informational or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice.

An example of each of the different kinds of barriers is shown below:

Barrier Type	Example
Physical	<p>Heavy doors at entrances and in building interiors.</p> <p>Door knobs that must be twisted</p> <p>Narrow library or cafeteria aisles</p> <p>Benches and tables that are too high in science labs</p>
Architectural	<p>A hallway or door that is too narrow for a wheelchair or scooter</p> <p>A portable/modular classroom that does not have an accessible washroom</p>
Information	<p>Typefaces that are too small to be read by a person with low vision</p> <p>Decor which may be confusing or disorienting for disabled pupils with visual impairments</p> <p>Signage which is confusing or inadequate</p>
Communication	<p>An employee who talks loudly when addressing a person who is deaf</p> <p>School communications to parents are not provided in accessible formats</p>
Attitudinal	<p>Staff who ignore students/visitor who have disabilities or speak only to the people accompanying them.</p> <p>Students with disabilities who are socially isolated and bullied</p>
Technological	<p>Electrical wiring that is inadequate to support the various versions of assistive instructional technology.</p> <p>Science laboratory materials placed too high (e.g., microscopes) or requiring the use of two hands</p>
Policy/Practice	<p>A practice of announcing important messages over an intercom that people with hearing impairments cannot hear clearly, or at all.</p> <p>School teaching and non-teaching staff and students are not encouraged to share a philosophy of inclusion</p> <p>School board workplace policies do not accommodate the needs of persons with mental illness.</p>

Appendix A: Where to Look for Barriers

1. Physical Barriers:

- Furniture
- Work stations
- Chairs
- Doors
- Door knobs
- Handrails
- Classroom design
- Windows
- Planters
- Bathroom hardware
- Locks
- Security systems
- Drinking fountains
- Seats, tables, counters
- Telephones

2. Architectural Barriers:

- Exterior to a building
- Interior of a building
- Parking areas
- Drop-off zones
- Hallways
- Floors
- Carpets
- Lobbies
- Reception areas
- Offices
- Classrooms
- Athletic facilities
- Cubicles
- Washrooms
- Cafeterias
- Elevators
- Escalators
- Stairs
- Stairwells
- Closets
- Storage areas
- Lighting
- Entrances
- Assembly halls

3. Information/communication Barriers:

- Books
- Printed information
- Web-based resources
- Signage
- Bulletin boards
- Brochures
- Training
- Receptionists
- Forms
- Manuals
- Fax transmissions
- Equipment labels
- Computer screens
- Public announcements

4. Attitudinal Barriers:

- Biases and beliefs
- Lack of information/knowledge
- Lack of understanding
- Lack of sensitivity/intolerance
- Stigmatization
- *See also "Policy/practice" below

5. Technological Barriers:

- Computers
- Operating systems
- Standard software
- Proprietary software
- Websites
- Keyboards
- Mice
- Printers
- Fax machines
- Telephones
- TTYs
- Photocopiers
- Appliances
- Control panels
- Switches

6. Policy/practice Barriers:

- Procurement and purchasing
- Job postings
- Hiring
- Interviewing
- Testing
- Meetings
- Promotion
- By-laws
- Regulations
- Rules
- Protocols
- Safety and evacuation
- Community use of facilities

Appendix B: Suggested Reference Materials/Resources

Accessibility Planning Resources for School Boards:

Accessibility Ontario – Guide to Annual Accessibility Planning
<http://www.gov.on.ca/citizenship/accessibility/english/accessibleplanningguide.htm>

Accessibility for Ontarians with Disabilities Act (AODA), 2005
http://www.cfcs.gov.on.ca/mcss/english/pillars/accessibilityOntario/what/AODA_guide

Government of Ontario – Paths to Equal Opportunity
A-Z index – Accessibility in Educational environments
http://www.equalopportunity.on.ca/eng_g/subject/index.asp?action=search_4&dir_id=1071

Ontario Human Rights Commission - *Policy and Guidelines on Disability and the Duty to Accommodate* <http://www.ohrc.on.ca/english/publications/disability-policy.shtml>

Enable/link (Canadian Abilities Foundation) Directory of Canadian Disability Links
http://www.enablelink.org/resources/links_to.html

Directory for Accessibility
<http://www.accessibilitydirectory.ca>

Adaptive Technology Resource Centre
<http://www.utoronto.ca/atrc>

Ontario Interpreter Services (OIS)
<http://www.chs.ca/services/ois.html>

Canadian Standards Association:
B6521-95 Barrier-Free Design
B480-02 – Customer Service Standard for People with Disabilities
<http://www.csa.ca>

Playability Tool Kit: Building Accessible Playspaces
<http://www.opassoc.on.ca/toolkit.asp>

A Few Key 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>

LDCSB Annual Accessibility Plan 2008 - 2009

Canadian Mental Health Association – Ontario
<http://www.ontario.cmha.ca>

Community Living Ontario
<http://www.oacl.on.ca>

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

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

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

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

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

Le Phénix
<http://www.lephenix.on.ca>

Ontario March of Dimes
<http://www.dimes.on.ca>

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

AboutFace 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/>

Accessibility Ontario
<http://www.gov.on.ca/citizenship/accessibility/>

Appendix C: Baseline Inventory of Barriers (2003)

Type of Barrier	Description of Barrier	Strategies to Remove and/or Prevent Barrier(s)
Physical/ Architectural	<ul style="list-style-type: none"> • Various barriers exist especially in our older facilities that were built under different building code requirements. New buildings meet code but may not necessarily be accessible. <p>Examples of physical and architectural barriers identified include:</p> <ul style="list-style-type: none"> ○ entrances and exits ○ elevators ○ platform lifts ○ ramps ○ floor-to-floor access ○ parking lots ○ washrooms ○ life safety systems. <ul style="list-style-type: none"> • No full size buses available in the district • Limited outside lighting in adjacent areas to some school buildings • No emergency lighting in some school washrooms 	<ol style="list-style-type: none"> 1) Barrier identification in physical plant and/or architectural design will be completed via the annual building review, ranked according to priority. Senior administration and the board will review. 2) Consider barrier-free initiatives when replacing elements of a facility via life cycle renewal. 3) Incorporate inclusive design strategies in new buildings, renovations and other capital projects. 4) Provide best practice design standards to schools installing outdoor play spaces. 5) Install ramps the entrances of required portables and entrances/exits of schools. 6) Install automatic openers as required. 7) Work toward life safety systems that are audible and visual as required. 8) Review and consult with building officials and community organizations to understand current 'best practice' and other relevant code developments. 9) All new capital projects will be done according to the current building code, which will address a number of barrier issues. Improvements beyond "code requirements" will be incorporated as capital budgets permit, subject to Board approval. 10) Bus operators to purchase three new full size accessible buses to be made available for trips 11) Seek input from community stakeholders and especially persons with special needs regarding barrier identification and inclusive design suggestions for schools and new CEC
Communication/ Information	<ul style="list-style-type: none"> • Publications done only in English • Sign language interpreters for deaf and hard of hearing persons are hard to find • Poor sound quality in selected Classrooms • Board website may not be accessible until validated • Public announcement and 	<ol style="list-style-type: none"> 1) Investigate the cost and practicality of producing school board forms, records and student information, brochures, in various languages. 2) Make selected publications available in other languages. 3) Consult with various community organizations (e.g., Canadian Hearing Society, Canadian National Institute for

emergency broadcast system may not be completely operational in every location in the school

the Blind) on an on-going basis re: optimal information formats to increase access to Board material

		<ol style="list-style-type: none"> 4) Provide language interpreters where needed at public meetings. 5) Make necessary changes to website post material (e.g., news releases) in audio format. 6) Install FM systems and other hearing assistance devices in selected classrooms
<p>Attitudinal</p>	<ul style="list-style-type: none"> • Inconsistent understanding and application of inclusive Catholic education • Need for ongoing professional development for staff so that our schools and classrooms are welcoming, inclusive learning environments supporting students with the accommodations and modifications needed within the Ontario curriculum • Need for more opportunities for students with exceptionalities to be involved in all aspects of school community (extracurricular activities, clubs, social, etc.) • Need to increase use of "People First" language – i.e. Student with autism instead of "autistic student" 	<ol style="list-style-type: none"> 1) Develop and communicate one consistent definition of inclusive Catholic education through a forum that involves input from all stakeholders 2) Provide support for inclusive opportunities for students to participate in school programs and school/community activities 3) Provide ongoing professional development opportunities re: inclusion practices, awareness of disability issues, "People First" language. 4) Pilot focus group sessions with elementary and secondary school students with special needs
<p>Technological</p>	<ul style="list-style-type: none"> • Adaptive technology hardware limitations • Need for ongoing training of staff re: software/hardware implementation 	<ol style="list-style-type: none"> 1) Provide required hardware resources and training for software implementation 2) All Board staff to work cooperatively for ensuring that staff knows how to use appropriate hardware and software resources to support those students needing adaptive technologies to facilitate learning.
<p>Policy/Practice</p>	<ul style="list-style-type: none"> • Need to increase equity of service for all students • Availability of information on students' disabilities (e.g. Bus drivers and specialized transportation drivers) may not 	<ol style="list-style-type: none"> 1) Provide services to ensure that all members of school community have access to school programs, services (e.g., student field trips) 2) Ensure procedures are in place to let drivers know any pertinent information

- always have all pertinent information relating to students with special needs.
- Ergonomic barriers including the purchase and use of appropriate furniture, equipment, tools; workstation design issues (e.g. work surface heights); mobility issues associated with slips/trips and falls; visibility issues (e.g. monitor size); auditory issues (e.g. loss of hearing for non-occupational reasons, hearing conservation program).
 - Need for greater awareness of safety hazards (e.g., chemical, biological, physical)
 - Need to review Emergency Response System
 - Need for principals to have resources for design planning for their schools
 - Need for greater understanding and professional learning for all teaching and support staff re: issues related to students with special needs
- 3) Develop and implement standards for ergonomics by defining appropriate equipment based on employee needs.
 - 4) Apply a comprehensive series of standards, appropriate furniture, equipment, tools and workstation layout to be considered for employees as part of the planning process.
 - 5) Through the identification and assessment of hazards as they pertain to accessibility, implement effective control programs.
 - 6) Provide awareness training and remove hazards from specific sites as a result of a specific employee having an adverse health impact.
 - 7) Ensure adequate emergency plans for staff and students with special needs.
 - 8) Provide principals with resources/tools (Handbook) for use in design planning for their schools
 - 9) Consult with Staff Development Office and Program Department about increasing professional learning opportunities (e.g., teacher orientation sessions) for all administrators, teachers and support staff re: students with special needs

Appendix D: Data Base of Accomplishments from the Accessibility Plan (2005-2007)

During the previous two years, there have been a number of informal and formal initiatives at the London District Catholic School Board to identify, remove and prevent barriers to students and staff with disabilities. Examples of some of these accomplishments organized by type of disability include:

Physical/Architectural

2006 – 2007

- The Program Department, Building Services and the Thames Valley Children's Centre collaborated to develop a barrier free washroom design for all new construction projects. It includes provisions for features such as overhead lifts and change tables.
- Barrier free washrooms were added to accommodate student needs and staff safety in the following schools:
 - St. Theresa
 - Mother Teresa
 - Holy Cross, Strathroy
 - St. Thomas Aquinas
- Installation of accessible playground structures in partnership with School Councils took place at the following elementary schools:
 - Assumption (Senior and Primary Structures)
 - Blessed Kateri
- In - Sound field FM speakers were relocated/installed in 14 schools including:
 - St. John
 - St. Joseph – Tillsonburg
 - Jean Vanier
 - St. Michael – Woodstock (2 units)
 - Our Lady of Immaculate
 - St. Robert
 - St. Martin
 - Monsignor Morrison (2 units)
 - St. Paul
 - Holy Family – London
 - St. Mark
 - St. Sebastian (3 units)
 - St. George (2 units)
 - St. Raphael

- New automatic accessible door openers were installed in the following school:
 - St. Thomas Aquinas (northwest doors)
- A review was completed for all eight of the system secondary schools' School to Community Pathway Programs. The information collected was utilized to develop a PowerPoint presentation designed to provide a comprehensive standard for the School to Community Pathway Program facilities and services. Information is now available to all school principals from which to plan their school goals/actions to meet the standard.

2005 – 2006

- Barrier free washrooms were added to accommodate student needs and staff safety in the following schools:
 - Holy Family (London) School
 - St Charles School
 - Sir Arthur Carty School
 - St Anne School
 - St Joseph Secondary School
- Installation of accessible playground structures in partnership with School Councils took place at the following elementary schools:
 - St Catherine of Siena School
 - St Patrick School - Lucan
- In - Sound field FM speakers were relocated/installed in 10 schools.
- New automatic accessible door openers were installed in the following schools:
 - St Joseph Secondary School
 - St Thomas Aquinas School
 - Our Lady of Lourdes School
 - Monsignor Morrison School
 - Catholic Education Centre

* Additions and renovations are in compliance with building code whereby accessibility is inherent in building code

Communication/Information

2006 - 2007

- A CODE grant – ‘Building Inclusive Schools through Differentiated Instruction and Universal Design for Learning’ was extended to the 2006-2007 school year and provided for the following workshops:
 - Orientation sessions for teachers and educational assistants who serve student(s) with Autism Spectrum Disorder; students with hearing and/or vision challenges
 - Funding for 20 priority schools to receive additional assistance from Program Department staff to ensure that the special needs of some students were addressed by building teacher capacity with differentiated instruction
 - Final publication of a ‘Workshop in a Bag Teacher/Educational Assistant Work Relationship ‘ for the implementation in the 2007-2008 school year

- A Family Literacy Conference including workshops in different languages was offered

- Elementary and secondary school teachers have access to a web-base Individual Education Program (IEP) for their students. Elementary teachers are receiving in-service to improve the development of IEPs using ‘performance tasks’ language tied to the provincial report card.

- The role of the Educational Assistant has become more complex in a board that embraces inclusion of our students. The EA role description was updated to reflect the current responsibilities of Educational Assistants and assist in providing consistency with respect to the roles and the accompanying responsibilities.

- An ESL website for staff and parents was developed.

- English as a Second Language (ESL) Summer School programs for elementary students was provided at St. Anne School (Remedial 7&8) and St. Jude School (Gr. 1-6). Also a parent program was offered at St. Jude School.

- The Continuing Education Program offers adult ESL classes at the following sites:
 - Springbank Employment Centre – 3X per week, 11 months per year
 - Centre for Lifelong Learning – 5X per week day and evening year round
 - St. Jude/Jean Vanier School – 5X per week in July (Summer School)

2005 – 2006

- A CODE grant – ‘Building Inclusive Schools through Differentiated Instruction and Universal Design for Learning’ made available the following workshops for staff:
 - Each of the 48 elementary school staff was introduced to the Education for All – Expert Panel Report in their home schools by 14 teams of Program Department staff between November 2005 and February 2006 with the goal to build awareness regarding inclusion practices, universal design and differentiated instruction
 - Training to Build Educator Capacity to Serve Blind and Low Vision Students
 - Training to Build Educator Capacity to Serve Deaf and Hard of Hearing Students
 - Tribes Training and Teacher and Educational Assistant Partnerships in four schools:
 - Holy Cross School
 - St Mark School
 - Assumption School
 - Our Lady of Lourdes School
- Completed 10 service delivery model presentations for system staff which are available on the First Class conference site:
 - Serving elementary students with special needs
 - Serving secondary students with special needs
 - Behaviour support services
 - Professional support services (psychology, speech and language, social work)
 - Autism support services
 - Services for students who are blind/low vision
 - Students who are deaf/hard of hearing
 - Gifted and enrichment services
- ‘*Our Doors Are Open*’ workshops for parents and other community stakeholders were offered to highlight programs to meet the diversified needs of all students – Some of the workshops had interpreters available to translate information in other languages including Arabic/Turkish and Spanish
- Elementary and secondary school teachers have access to a web-base Individual Education Program (IEP) for their students
- English as a second language (ESL) summer school programs were provided at St. Jude School for 22 students (K-6), 28 students (Grades 7&8) and 27 parents

- ❑ Spanish Language classes were expanded in the High Schools
- ❑ Replaced virtually all 15” school computer monitors with 17” monitors
- ❑ System-wide over 90% of the computer screens are 17” in size or larger
- ❑ All teachers now can increase the size of the print on the screen for students with special vision needs when it is convenient for them to do so
- ❑ Most workstations (80%) now have built in speakers and sound cards that support text reading programs

Attitudinal

2006 - 2007

- ❑ “Inclusive Education For All, Guiding Principles for Inclusion’ were brought to the various stakeholder groups for information and feedback. The Guiding Principles will be presented to the Board of Trustees in September 2007 for approval.
- ❑ Our Board supported a number of research projects specifically aimed at improving inclusionary practices in our elementary and secondary schools
- ❑ The Coaching to Inclusion Conference is provided annually for approximately 100 staff members and parents
- ❑ A series of Autism Spectrum Disorder sessions are now provided annually to build staff capacity to serve students with autism. There is a partnership and protocol agreement between our Board and the Thames Valley Children’s Centre – School Support Program
- ❑ Damian Cooper presented a number of workshops for administrators and teachers on Assessment for Learning
- ❑ Dr. Jean Clinton presented current research on brain development as it relates to student behaviour to primary school teachers and secondary department heads
- ❑ The philosophy of the London District Catholic School Board’s Physical Recreation Program includes the opportunity for skill development by all students through a program that fosters maximum participation. The current program was initiated in 1970-71 and to this day is based on MAXIMUM PARTICIPATION aimed at serving the needs, interests, and skill level of all students regardless of ability, location and socio-economic background. A few highlights from the 2006-2007 school year included:
 - Close to 250 students participated in the Fitness Walk at the Cross Country Meet. The Fitness Walk was created many years ago as

- another option for participating in this Maximum Participation Event. Close to 8000 students participated in the Cross Country Meet.
- In conjunction with the Thames Valley Children Centre, an in-service training instructed participants in the safe operation of a sledge. Sledges will be available to schools to use when participating in the Instructional Skating Program.
 - In a workshop addressing the Quality Daily Physical Activity (QDPA) initiative, teachers received training in adapting activities to promote an inclusive setting. We will continue to promote inclusive activities at all of our workshops in the future.
 - The Mass Participation event at the Educational Gymnastics Meet is another opportunity to get involved. It is open to students of all abilities and is a large group effort. Close to 2700 students participated in the Gymnastics Meet.
 - Due to the non-competitive nature of Dance Fest, everyone has the opportunity to participate. Close to 7835 students participated in Dance Fest.
 - Athletes in the Adaptive events at the LDCSB Hans Janssen Memorial elementary school Track & Field Meet participated with their peers in the field events. Participants were awarded a ribbon for each event based on their personal bests. Fifty-five (55) athletes participated in the Adaptive Events.
 - As we continue to work hard to grow active healthy students, we have embraced the arrival Tchoukball. Tchoukball encourages one aim, the avoidance of conflicts and the perfection of play. Tchoukball may be played by all ages and degrees of competency making it inclusive for all students.
 - St. Joseph Catholic Secondary School continues to host an annual adaptive Track & Field Meet for our secondary school students and peer helpers.

2005 - 2006

- Our Board supported three research projects specifically aimed at improving inclusionary practices in our elementary and secondary schools including:
 - Principals and Inclusive Schools: Insights into Practice
 - School Role Participation: Perspectives of the Child, Home and School
 - Tribes Program Evaluation: Inclusion and Attitudes Toward Intellectual Disabilities
- The Coaching to Inclusion workshop was provided for 100 staff members about inclusion and how to facilitate it.

- ❑ A series of Autism Spectrum Disorder sessions were provided to build staff capacity to serve students with autism. This was a partnership with the Board's ASD team along with the Thames Valley Children's Centre – School Support Program
- ❑ Dr. Duncan McKinley presented his "Leaky Brakes" presentation on inclusion and behavioural exceptionalities to principals, program department staff, resource teachers (SPSTs), Educational assistants and selected school communities
- ❑ Dr. Jean Clinton presented current research on brain development as it relates to student behaviour to primary school teachers and secondary department heads
- ❑ Approximately 29,074 students participated in physical education events, ranging from small intramural tournaments (5-A-Side Soccer, Modified Volleyball, Basketball & Floor Hockey) to Mass Participation events (Cross Country, Educational Gymnastics Meet, Dance Fest, and the LDCSB Hans Janssen Memorial Track & Field Meet, St Joseph Secondary School Invitational Track & Field Meet for Students with Special Needs.) Approximately 525 volunteers (retirees, CCH students, MFC staff and principals) contributed 3,397 hours of service (approx. in-kind contribution of \$40,764 calculated at \$12/hr)
- ❑ The Terry Fox School Day Run celebrated the 25th Anniversary of the Marathon of Hope. The London District Catholic School Board had 100 per cent school participation

Technological

2006 - 2007

- ❑ Program Department Professional Support Staff received in-service in Universal Design for learning and assistive technology
- ❑ Seventy-five students received specialized computer equipment and/or software totalling \$361,826 according to the following breakdown:
 - Special computer equipment and software (assistive technology) for 65 students with special needs was purchased totalling \$319,364
 - Special equipment (Hearing) for 4 students with special needs was purchased totalling \$13,238
 - Special equipment (Physical) for 14 students with special needs was purchased totalling \$28,904

- Special equipment (Vision) for 1 student with special needs was purchased totalling \$8,396
- All classrooms now have network connectivity
- Increased the use of student email in ePals by 30%
- Program Department website was refreshed to facilitate communication
- All computer monitors are 17 inches or bigger
- Encouraged the use of online resources in the Program Department to facilitate communication, which has resulted in approximately 100 new learning resources web pages.
- Upgraded all Kurzweil and Word Q licensing to most current version.
- Updated all network operating systems to a more portable technology to facilitate staff and student efficiencies
- All teachers have easy access to student information including those with special in their classroom
- Training was provided to CEC staff, school secretaries and SPST's regarding the Spec Ed Module (8 training sessions provided)
- eLearning Ontario online courses facilitated students accessibility to curriculum that they want
- Internet Safety workshops developed and provided to staff and parents

2005 – 2006

- Almost all (90%) station operating systems have been upgraded to Windows 2000 or Windows XP to provide for more current technologies for special devices and current adaptive technology software needs
- Two-way web cam communication has been provided for those exceptional circumstances where students cannot attend class in the following schools:
 - Jean Vanier School
 - St. Michael School
 - St. David School
- An open learning lab facility with high end computers, printing facilities, audio and scanning capabilities for those students who wish to use it was developed in the School to Community Pathway facility at CCH

- ❑ Five secondary schools received additional network computers in the School to Community Pathway Program – all secondary schools now have comparable computer facilities in this program
- ❑ On-line secondary educational courses in the LDCSB continue to allow students to take select courses in an online portal environment so that they do not have to travel across the city to get the course or take a course at a set time of the day.
- ❑ Provided in-services and training to staff and students in the use of assistive technology
- ❑ Special computer equipment and software (assistive technology) for 56 students with special needs was purchased totalling \$213,384.17
- ❑ Special equipment (Hearing) for 13 students with special needs was purchased totalling \$41,283.25
- ❑ Special equipment (Physical) for 13 students with special needs was purchased totalling \$33,277.47

Policy/Practice

2006 - 2007

- ❑ Approximately forty-four accessible vehicles (taxi, van, small bus) transported 86 elementary school and 77 secondary school students on a daily basis from home to school
- ❑ Four full size accessible busses are available to elementary and secondary schools. In 2006/07 these buses were used for 34 school field trips. This represents an increase of 16 trips over the previous school year.
- ❑ All bus drivers (regular and special needs routes) are trained annually on First Aid & CPR including the use of epi-pens as directed by the Ministry of Education.
- ❑ Seven Non-violent Crisis Intervention (NVCI) training sessions were offered to 129 staff. Approximately 65 staff were certified in 2006-07 and 64 staff were re-certified.
- ❑ In-serviced all staff on positive behavioural supports for students, as well as occupational violence prevention
- ❑ Continued to implement TRIBES – a community building process for school culture improvement. Principals, teachers and educational

assistants all participate in the training. The following school was trained in 2006-07:

- St. Robert

- Workplace accommodation and safe-return-to-work protocols continue to facilitate the safe return to work of injured staff. Work site accommodations addressed medically supported limitations. The goal is to provide an opportunity for the individual to safely continue to make a meaningful contribution in work environment. These accommodations included:
 - Modifications to duties
 - Changes to the work schedule
 - Provision of specialized equipment

- A series of Fred Jones training workshops including summer institute sessions on effective classroom management was provided to new and experienced teachers

2005 - 2006

- Forty-four accessible vehicles (taxi, van, small bus) transported 86 elementary school and 75 secondary school students on a daily basis from home to school

- Four full size accessible busses are available to elementary and secondary schools. This year 16 elementary school field trips occurred.

- All bus drivers were trained on First Aid & CPR including the use of epi-pens as a result of a Ministry initiative

- Five Non-violent Crisis Intervention training sessions were offered to staff. Approximately 165 staff were certified in 2005-06 and 20 staff were re-certified. Total number of staff certified to date = 233.
 - Administrators = 19
 - Teachers = 61
 - Educational Assistants = 153

- Implemented anaphylactic policy on a system-wide basis for all staff and students (Sabrina's Law)


- Developed guidelines to safely accommodate students with behavioural needs
 - Positive Behavioural Supports for students
 - Occupational Violence Prevention

- Workplace accommodation and safe-return-to-work protocols facilitated the safe return to work of injured staff. Work site accommodations addressed medically supported limitations. The goal is to provide an

opportunity for the individual to safely continue to make a meaningful contribution in work environment. These accommodations included:

- Modifications to duties
- Changes to the work schedule
- Provision of specialized equipment

Appendix E: Data Base of Physical/Architectural Improvements

<h1 style="margin: 0;">Annual Accessibility Plan</h1> <h2 style="margin: 0;">2007-08</h2> <h3 style="margin: 0;">Physical/Architectural Improvements</h3>	 <p style="margin: 0;">LONDON DISTRICT Catholic School BOARD</p>
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#	Schools with Barrier Free Washrooms	Year
1	John Paul II Catholic Secondary School	1990-91
2	Blessed Kateri Catholic School	1992-93
3	St. Marguerite d'Youville Catholic School	1993-94
4	Monsignor O'Neil Catholic School	1998-99
5	Mother Teresa Catholic Secondary School	2002-03
6	Holy Cross Catholic Secondary School, Strathroy	2002-03
7	St. David Catholic School	2003-04
8	St. Joseph Catholic School, Tillsonburg	2003-04
9	St. Jude Catholic School, Ingersoll	2004-05
10	St. Catherine of Siena Catholic School	2004-05
11	Catholic Education Centre	2004-05
12	Catholic Central High Catholic Secondary School	2005-06
13	St. Anne Catholic School	2005-06
14	St. Thomas Aquinas Catholic Secondary School	2006-07
15	St. Charles Catholic School	2006-07
16	Holy Family Catholic School, London	2006-07
17	St. Charles Catholic School	2006-07
18	Sir Arthur Carty Catholic School	2006-07
19	St. Joseph Catholic Secondary School Secondary	2006-07
20	St. Theresa Catholic School	2006-07
21	Jean Vanier Catholic School	2007-08
22	St. Patrick Catholic School, Woodstock	2007-08
23	St. Michael Catholic School, Woodstock	2007-08
24	Sacred Heart Catholic School, Parkhill	2007-08

#	Schools with Accessible Play Structures	Year
1	Sir Arthur Carty Catholic School	1998-99
2	St. Pius X Catholic School	1998-99
3	St. Joseph Catholic School, Tillsonburg	1999-00
4	St. Theresa Catholic School	2004-05
5	St. Catherine of Siena Catholic School	2005-06
6	St. Patrick Catholic School, Lucan	2005-06
7	Assumption Catholic School (Senior & Primary Structures)	2006-07
8	Blessed Kateri Catholic School	2006-07
9	St. Jude Catholic School, London	2007-08
10	St. Vincent de Paul Catholic School	2007-08
11	St. Francis Catholic School, London	2007-08
12	St. Michael Catholic School, Woodstock	2007-08

#	Schools with Automatic Accessible Door Openers	Year
1	St. Vincent de Paul Catholic School	1989-90
2	John Paul II Catholic Secondary School	1990-91
3	Blessed Kateri Catholic School	1992-93
4	St. Joseph Catholic Secondary School Secondary	1992-93
5	St. Rita Catholic School (Gym Entrance)	1992-93
6	St. Marguerite d'Youville Catholic School	1993-94
7	St. Thomas Aquinas Catholic Secondary School	1993-94
8	St. Mary Catholic Secondary School	1998-99
9	St. Michael Catholic School, Woodstock	2000-01
10	Catholic Central High Catholic Secondary School	2000-01
11	Mother Teresa Catholic Secondary School	2002-03
12	Holy Cross Catholic Secondary School	2002-03
13	Notre Dame Catholic School (Rear Single Door)	2002-03
14	Monsignor O'Neil Catholic School	2003-04
15	St. David Catholic School	2003-04
16	St. Joseph Catholic School, Tillsonburg	2003-04
17	Catholic Education Centre	2004-05
18	Monsignor Morrison Catholic School	2004-05
19	St. Catherine of Siena Catholic School	2004-05
20	Assumption Catholic School	2004-05
21	St. Jude Catholic School, Ingersoll	2004-05
22	St. Thomas Aquinas Catholic Secondary School (NW Doors)	2005-06
23	St. Theresa Catholic School	2005-06
24	St. Mary Catholic School, West Lorne	2005-06
25	Our Lady of Lourdes Catholic School	2006-07
26	St. Charles Catholic School	2006-07
27	Jean Vanier Catholic School	2007-08
28	Sacred Heart Catholic School, Parkhill	2007-08
29	St. Vincent de Paul Catholic School, Strathroy	2007-08

#	Schools with Sound Field FM Speakers	Year
1	St. John French Immersion Catholic School	2006-07
2	St. Joseph Catholic School, Tillsonburg	2006-07
3	Jean Vanier Catholic School	2006-07
4	St. Michael Catholic School, Woodstock	2006-07
5	Our Lady of Immaculate Catholic School	2006-07
6	St. Robert Catholic School	2006-07
7	St. Martin Catholic School	2006-07
8	Monsignor Morrison Catholic School	2006-07
9	St. Paul Catholic School	2006-07
10	Holy Family Catholic School, London	2006-07
11	St. Mark Catholic School	2006-07
12	St. Sebastian Catholic School	2006-07
13	St. George Catholic School	2006-07
14	St. Raphael Catholic School	2006-07
15	Our Lady of Lourdes Catholic School	2007-08
16	Holy Rosary Catholic School	2007-08
17	St. Mary Catholic School, West Lorne	2007-08