



ANNUAL ACCESSIBILITY PLAN

Lambton Kent District School Board

2009-2010

Prepared by
Lambton Kent District School Board
Accessibility Committee

Approved by the Board of Trustees
June 22, 2010

*This publication is available on the Lambton Kent District School Board's
Website: www.lkdsb.net
and is accessible in Braille, Large Print, PDF, and Audio-tape formats upon request.*

Annual Accessibility Report Lambton Kent District School Board

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1.0 LKDSB Mission Statement and Belief Statements

Mission Statement

We are dedicated to providing quality programs for all students in welcoming and safe learning environments.

Belief Statements

- ✓ Public education is an investment in all peoples and all communities.
- ✓ The safety of our school system is strengthened by embracing other cultures, diversity, and respecting self, others and the environment.
- ✓ Student success is enhanced through understanding and shared responsibility of students, staff, parents/guardians, business, community and First Nation partners.
- ✓ Accountability is achieved through ongoing evaluation, open dialogue and continuous improvement.

The Lambton Kent District School Board provides educational services to more than 24,000 students in 67 elementary and secondary schools. Lambton and Kent County are made up of numerous small towns and communities situated in Southwestern Ontario, a geographic area surrounded by the Great Lakes. The two education centres are easily accessible by the public. The Sarnia Education Centre is located at 200 Wellington Street in the heart of Sarnia, and the Chatham Regional Education Centre is situated at 476 McNaughton Avenue East, within the Municipality of Chatham-Kent.

2.0 Overview

The Accessibility for Ontarians with Disabilities Act (AODA) came into effect in 2005. The purpose of this act is two-fold. Firstly, it directs public sector institutions to develop, implement and enforce Accessibility Standards related to Customer Service, Transportation, Information and Communication, Built Environments, and Employment. Secondly, it provides for the involvement of persons with disabilities and various community partners in the development of the proposed standards. The target date for reaching this goal is no later than January 1, 2025.

People with disabilities should be able to move around from place to place, go shopping, attend school, visit their doctor or get a job without facing barriers that people without disabilities would not face. There are many changes that organizations can make easily to help remove barriers for people with disabilities – simple things such as installing ramps or providing publications in large print. Despite what we all may desire, this conversion won't happen overnight. Making Ontario accessible requires fundamental change.

To better serve the mandate of the OADA, the Accessibility Committee for the Lambton Kent District School Board was reconfigured during the school year 2008-2009. The primary purpose of this modification was to allow the committee to develop and implement the specific requirements of the first of the five legislated standards, the Customer Service Standards. The mandate and focus of this committee continues to evolve as the government provides additional direction on the requirements of each particular standard.

The Lambton Kent District School Board reaches out to its community partners through the Special Education Advisory Committee and other focus groups. The expertise of our own Special Education Department and their involvement with various community partners is also extensively utilized.

Working together with our community partnerships is fundamental in identifying accessibility issues and removing barriers to accessibility within the Lambton Kent District School Board.

3.0 Definition of Disability

According to 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.

4.0 Understanding Barriers

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.

Physical Barrier: objects added to the environment – doors, windows, elevators, furniture, etc.

Architectural Barrier: building design, area adjacent to the building, shape of room, size of doorways, etc.

Information Barrier: inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, websites, fax transmissions, equipment labels, computer screens, etc.

Communication Barrier: difficulties receiving information in person or by telephone, difficulties interacting with receptionists or other staff, difficulties receiving training

Attitudinal Barrier: staff who do not know how to communicate with people with disabilities, staff who refuse to provide service, discriminatory behaviours

Technological Barrier: computers, photocopiers, fax machines, telephones and switches, assistive technologies

Policy or Practice Barrier: rules, regulations and protocols that prevent one performing their job satisfactorily, or from serving the public, or that restrict participation.

5.0 Understanding the Principles of Dignity, Independence, Integration and Equal Opportunity

What does the Principle of Dignity mean?

Policies, procedures and practices that respect the dignity of a person with a disability are those that treat them as customers and clients who are as valued and as deserving of effective and full service as any other customer. They do not treat people with disabilities as an afterthought or force them to accept lesser service, quality or convenience. Service delivery needs to take into account how people with disabilities can effectively access and use services and show respect for these methods.

What does the Principle of Independence mean?

In some instances, independence means freedom from control or influence of others – freedom to make one's own choices. In other situations, it may mean the freedom to do things in one's own way. People who may move or speak more slowly should not be denied an opportunity to participate in a program or service because of this factor. A staff person should not hurry them or take over a task for them if they prefer to do it themselves in their own way

What does the Principle of Integration mean?

Integrated services are those that allow people with disabilities to fully benefit from the same services, in the same place and in the same or similar way as other customers. Integration means that policies, practices and procedures are designed to be accessible to everyone including people with disabilities.

Sometimes integration does not serve the needs of all people with disabilities. In these cases it is necessary to use alternate measures to provide goods or services. Alternate measures are ways of serving people with disabilities that are not completely integrated into the regular business activities of the organization. It might be that goods or services are provided to people with disabilities in a different place or in a different way than other customers. For example, using TTYs or e-mail to communicate with customers who are Deaf or have speech impairments is one way of offering phone services to them.

Alternative measures, rather than integration, might be necessary because the person with a disability requires it or because provide another option cannot be provided at the time. If it is not possible to remove a barrier to accessibility, it will be necessary to consider what else can be done to provide services to people with disabilities.

What does the Principle of Equal Opportunity mean?

Equal opportunity means having the same chances, options, benefits and results as others. In the case of services it means that people with disabilities have the same opportunity to

benefit from the way you provide goods or services as others. They should not have to make significantly more effort to access or obtain service. They should also not have to accept lesser quality or more inconvenience.

Sometimes this may mean that you have to treat individuals slightly differently so that they can benefit fully from your services. Equal opportunity can best be reached by taking steps to ensure that individual needs are taken into account when providing goods or services. Individuals do not have equal opportunity if they cannot have full benefit from your goods or services because of barriers to their access or participation.

Sometimes the principles need to be balanced in order to achieve the outcome that meets the needs of the person with a disability.

6.0 Staff Development

During the 2008-2009 School Year, there were more than forty training sessions relating to special education offered to a wide variety of people. Most training workshops were one day sessions, some extending into multiple day sessions and one half-day session. In addition, the Lambton Kent and St. Clair Catholic District School Boards conducted a full day professional development day for all Education Assistants and Tutor Escorts. There was a wide range of relevant topics from which the participants could choose.

The target audiences include all members of our school communities:

- Education Assistants;
- Teachers;
- School Administrators;
- Department Coordinators;
- Trustees;
- Central Office Staff;
- School Bus Drivers;
- Itinerant Teachers;
- Superintendents;
- Tutor Escorts;
- Special Education Advisory Committee;
- Parents;
- Community Members;
- Best Start Day Care Supervisors.

Facilitation of the training was provided by a variety of groups and organizations. These included:

- Board Staff;
- Staff from other District School Boards;
- The Geneva Centre;
- Thames Valley Children's Centre;
- Pathways (Sarnia); and
- Keynote speakers.

There was a variety of areas of focus for the training sessions, such as:

- Positive Behaviour Support;
- Behaviour as Communication;
- Inclusion;
- Sensory Integration;
- Collaborative Service Delivery Model;
- Structured Learning;
- Supporting Students with Special Needs

A comprehensive chart which details all training is available upon request.

7.0 Accessibility Standards - Customer Service

The Legislation establishes accessibility standards for Customer Service. This legislation applies to every designated public sector organization and to every other person or organization that provides goods or services to members of the public or other third parties and that has at least one employee in Ontario.

The accessibility standards for Customer Service apply to the designated public sector organizations on and after January 1, 2010 and to other providers of goods or public services on and after January 1, 2012.

The Customer Service Standards are as follows:

1. Establish policies, practices and procedures in providing goods or services to people with disabilities;
2. Set a policy on allowing people to use their own personal assistive devices to access your goods and use your services and about any other measures your organization offers (assistive devices, services or methods) to enable them to access your goods and use your services;
3. Use reasonable efforts to ensure that your policies, practices and procedures are consistent with the core principles of independence, dignity, integration and equality of opportunity;
4. Communicate with a person with a disability in a manner that takes into account his or her disability;
5. Train staff, volunteers, contractors and any other people who interact with the public or other third parties on your behalf on a number of topics as outlined in the customer service standard;
6. Train staff, volunteers, contractors and any other people who are involved in developing your policies, practices and procedures on the provision of goods or services on a number of topics as outlined in the customer service standard;
7. Allow people with disabilities to be accompanied by their guide dog or service animal in those areas of the premises you own or operate that are open to the public, unless the animal is excluded by another law. If a service animal is excluded by law, use other measures to provide services to the person with a disability;
8. Permit people with disabilities who use a support person to bring that person with them while accessing goods or services in premises open to the public or third parties;
9. Where admission fees are charged, provide notice ahead of time on what admission, if any, would be charged for a support person of a person with a disability;
10. Provide notice when facilities or services that people with disabilities rely on to access or use your goods or services are temporarily disrupted;
11. Establish a process for people to provide feedback on how you provide goods or services to people with disabilities and how you will respond to any feedback and take action on any complaints. The Board will make the information about the feedback process readily available to the public.

Customer Service Standards Training

As per the Customer Service Standards, Lambton Kent District School Board Customer Service Standards Policy and Regulation were developed prior to January 1, 2010 and approved by the Board of Trustees. These are appended to this report.

All permanent and supply staff were trained in Customer Service Standards. Specifically, staff were trained in:

- A general overview and purpose of the Customer Service Standard;
- How to interact in general with a Person with a Disability;
- How to plan an assessible school event;
- Interacting with a person who is Deaf, Oral Deaf, Deafened, or Hard of Hearing;
- Interacting with a Person with an Intellectual or Developmental Disability;
- Interacting with a Person with a Mental Health Disability;
- Interacting with a Person with a Physical Disability;
- Interacting with a Person with Speech or Language Impairments;
- Interacting with a Person with Vision Loss;
- Use of Service Animals;
- Use of Support Persons;
- Temporary disruption of service; and
- Feedback and monitoring.

The complete training video may be viewed at <http://www.oesc-ceo.org/English/trainingModules.html>.

Accessibility Standards – Other Areas

There will be future accessibility standards. They are as follows:

1. Transportation
2. Information and Communications
3. Built Environment
4. Employment

8.0 P. E. McGibbon; an Accessible School

Our new school, P.E. McGibbon Public School, being built within the City of Sarnia, has been designed to the latest standards for accessibility under the Ontario Building Code. The design team is fully aware and is sensitive to the various levels of disabilities facing today's parents, staff, students, and members of our school community. Whether the accessibility needs stem from vision, motor-skills or other disabilities, the team endeavored to develop appropriate and cost-effective barrier-free strategies.

The School includes the following site-related components:

1. Level or gently sloped sidewalks with no steps;
2. Dropped curbs for wheelchair access;
3. Barrier-free parking spaces;
4. Accessible (no-step) entrances; and
5. Automatic door operators on the main entrance.

The interior of the school feature the following items:

1. Barrier-free washroom for staff and public;
2. Barrier-free washrooms for students on both levels;
3. Barrier-free path-of-travel to all areas of the school on both levels;
4. Full-size passenger elevator for access to both floor levels;
5. Colour differentiation for stairs and stair tread leading edges;
6. Student washrooms entrances are door-less for ease of traffic in and out; and
7. Barrier-free drinking fountains

9.0 Feedback Form

A Feedback form has been developed for use within the Lambton Kent District School Board. The Feedback Form is available for your use on the following page. This form may be printed and returned with your comments.



Accessibility for Ontarians with Disabilities Act Annual Accessibility Plan Feedback Form

The Lambton Kent District School Board values your feedback regarding our Annual Accessibility Plan. Please complete the form below and outline your comments, questions or concerns.

There are several ways for you to ensure that we receive your input.

Mail to: Cheryl Webster, Wellness Officer, 200 Wellington St.,
Sarnia, ON N7T 7L2
Telephone: 1-800-754-7125 Ext. 31294
Fax to: 519-354-1633
E-Mail to: webstech@lkdsb.net

Information About You

Name: _____

Address: _____

Telephone Number: _____

E-Mail: _____

Date: _____

Your Comments

10.0 Accessibility Working Group

The committee met on numerous occasions over the course of the year. Members of the 2009-2010 Accessibility Committee include:

Bert Phills	Superintendent of Education
Cheryl Webster	Wellness Officer
Penny Daniels	Community Partnership Officer
Elizabeth Zantingh	Special Education Coordinator (Elementary)
Bruce Davidson	Special Education Coordinator (Secondary)
Andy Scheibli	Manager of Building Services
Fraser Burgess	Coordinator of Sites and Design

When required, other individuals with particular areas of expertise attended one or more of the Accessibility Committee meetings.

Members of the Accessibility Committee may be contacted by telephoning the Lambton Kent District School Board. (1-800-754-7125)

Appendix A

Principals' Checklist

Note: This checklist is intended as a guideline only for principals and vice-principals to review their school's accessibility and should not be considered a complete or exhaustive listing. Accessibility to students, parents and the community at large should be considerations in this process.

General

- ✓ Inclusive language is used in the classroom, the school and all documentation and reports (e.g. assessments and Individual Education Plans) concerning student needs and school newsletters.
- ✓ Classroom furniture, equipment, seating arrangements and other space considerations reflect the needs of students in all areas of the school.
- ✓ The school and classroom provide a safe environment for all.
- ✓ Class lists are reviewed; disability issues are communicated clearly for all staff. This includes a working knowledge of families who have disabilities.
- ✓ All staff (teaching, support, custodial) has been provided with necessary training regarding the needs of students and/or their families, as required.
- ✓ Special activities and event planning includes considerations of accessible locations (e.g. main floor), and are publicized in ways that are accessible to all to the extent possible.
- ✓ Communications about meetings/events include messages regarding sensitivity to environmental allergies, physical needs of others, etc.
- ✓ Planning special activities, events and food days considers needs of students with food allergies, diabetes, and other medical conditions as required.
- ✓ Accessibility to persons with disabilities is considered in school communications to the community to the extent possible.
- ✓ School community is kept informed of progress in accessibility through newsletters, school council, school website etc.

Facilities

- ✓ Clearly marked parking spaces and routes for drop-off and pick-up.
- ✓ Accessible doors/entrances – automatic doors.
- ✓ Washroom facilities clearly marked – on every level of school if feasible or at least easily accessible.
- ✓ Emergency evacuation plans in place – exit routes clearly marked – exit route maps on the walls – evacuation procedures practiced by staff and students.
- ✓ Access to all school programs, using various methods as necessary, is considered. (tied to Curriculum)
- ✓ Procedures are in place to deal with allergies/allergen control.
- ✓ Environmental (HVAC) controls are in good working order.
- ✓ Annual review of facilities is undertaken to ensure progress on addressing various needs.
- ✓ Gymnasium and play areas are accessible to the highest possible degree.

- ✓ Indoor and outdoor lighting is adequate.
- ✓ Portable classrooms are accessible as required.

Curriculum

- ✓ Learning materials that are selected for use reflect diversity in our society.
- ✓ Learning materials are accessible in terms of form (large print, audio text), difficulty and presentation.
- ✓ Planning for out-of-classroom experiences includes ensuring that all students can participate and that the destination is adequately prepared to meet the needs of participating students.
- ✓ Students are able to use a variety of methods to demonstrate their learning.
- ✓ Principles of universal design and differentiated instruction are incorporated into program planning.
- ✓ Students have been properly educated and sensitized to the special needs of their classmates.
- ✓ Student timetables, examination schedules and scheduling of provincial assessments recognize the needs of the student (e.g. extra time) and access to programs.
- ✓ A variety of assessment strategies is used that enables students to demonstrate their learning.
- ✓ Consideration is given to accessible venues when planning field trips, co-curricular activities.
- ✓ Scheduling of wheel chair vehicles is considered when planning field trips, co-curricular activities.
- ✓ Consideration is given to fees for support persons who accompany person(s) with disability

Special Education

- ✓ Emergency response plans are in place for students with physical disabilities and high risk medical needs.
- ✓ Special equipment and/or technology is in place, accessible to the student and in good working order.
- ✓ The student's IEP includes details of special equipment needs and modifications to physical space/facilities and special safety procedures required for specific subject areas.
- ✓ Arrangements for transferring students from special education bussing are in place.
- ✓ Annual reviews and inspections of special equipment are made to monitor for any replacements which will be required due to physical growth needs of the students. (e.g. Slings, walkers, frames)
- ✓ Unused equipment has been documented as surplus and forwarded to the education centre to be added to the system data base for reassignment
- ✓ Details of daily physical activity programming are included in the student's IEP if required.
- ✓ Parents have been consulted regarding possible sharing of the costs of purchasing and provisions for insurance for equipment used both at home and at school, through SEA and ADP programs.

- ✓ Protective equipment is in place (arm guards, vinyl vs. latex gloves, helmets) as required
- ✓ Appropriate resources – voice to text in computer labs, hush-ups.

Information Technology

- ✓ Computers are readily available to all students.
- ✓ At least one computer is available that allows font size adjustments or magnifier.
- ✓ Speakers are available as required.
- ✓ Headsets with single use ear pads are provided.
- ✓ Licensed software (OESS) is available to all students.
- ✓ Dragon Dictate is available for voice recognition and voice to text where required.
- ✓ The School's Web Page design is considered for issues such as ease of navigation, size of print, readability of font, font size, colour combinations and magnification.
- ✓ Portable sound systems are utilized as required.

Appendix B



Lambton Kent
District School Board

POLICY NO: P-AD-150-09

POLICY

SUBJECT: Accessibility Standards – Customer Service

It is the policy of the Lambton Kent District School Board to provide an environment in all of its facilities that builds independence, dignity, integration, and equality of opportunity for our students, their parent/guardian, our staff and the public. The Board is committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve.

Implementation Date: November 24, 2009

Reference: Board Regulations
 Board Administrative Procedures
 Ontario Regulation 429/07 Accessibility Standards
 for Customer Service

REGULATIONS

SUBJECT: Accessibility Standards – Customer Service

Definitions

Customer: Any person who uses the services of the Board.

Assistive Device: Any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, mobility scooters, white canes, oxygen tanks, electronic communication devices.

Service Animal: An animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a medical practitioner.

Support Person: A person who assists or interprets for a person with a disability as the services of the Board are accessed. A support person is distinct from an employee who supports a student in the system.

Third Party Contractor: Any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators).

Barriers to Accessibility: Anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.

Accommodation: A means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the service of the Board.

1. The Board will make reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities.
2. The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities. Services include, but are not limited to, the use of assistive devices and service animals.

3. The Board will provide mandatory training for all staff who deal with the public or other third parties on behalf of the Board to ensure greater awareness and responsiveness to the needs of a person with disabilities.
4. Training as identified in No. 3 will be provided to all staff and, when appropriate, to volunteers. As new staff are hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe.
5. The Board will ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.
6. The Board will post a disruption of service notice on the Board's website when services that are normally provided to a person with a disability are temporarily unavailable.
7. The Board will monitor the effectiveness of implementation of the Accessible Customer Service Standard through the process developed for receiving and responding to feedback. Information about the feedback process is available to the public through the Board's website.
8. The Board and all its managers and school-based administrators will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

Implementation Date: November 24, 2009

Reference: Board Policy
Board Administrative Procedures
Ontario Regulation 429/07 Accessibility Standards
for Customer Service

APPENDIX C BARRIER FREE ACCESS PROJECTS 2009/2010

NO	LOCATION	LIFTING DEVICES	WALKER PATH ACCESS	AUTO DOORS	PARK SPACES	WR	ENTRANCE LOCATION(S)
111	Alexander Mackenzie	NR	2	2	2		MAIN FRONT ENTRY* + ENTRY BY RM 74 ADDED RAMPS BY RM 53/75/40 & NEW REBUILD RAMP BY RM 37 PORTABLE LIFT FOR GYM STAGES 2006 PROPOSED ADDITIONAL RAMP TO AN EXIT + COMPLETED INSTALLATION AUTO DOOR OPERATOR ON 1 WASHROOM
112	Blenheim D.H.	UIC	3	1	2	1	MAIN FRONT ENTRY* + BY GYM + BY ROOM 50 INTERIOR RAMP RESULT TO CURRENT STANDARDS
114	Chatham Kent S.	2003	7	2	4	2	MAIN FRONT* + CUSTODIAL* + BY RM 125/131* SUMMER OF 2008 RAMPS INTO COURTYARD
116	John McGregor S.	NR	2	1	2	2	MAIN FRONT* + CUSTODIAL* ENTRY (on street at front) + 2 WR RAMP ENTRANCES BY ROOM 41 & SE EXIT + CEILING RACK FOR DD
117	LCCVI (Petrolia)	1	1	1	1	5	MAIN LIBRARY ENTRY
118	Lambton Kent C	UIC	1	1	1	1	BY ROOM 306/2ND RAMP ADDED TO N-W ENTRY 304/WASHROOM CONVERTED PROPOSED RAMP FRONT ENTRY
119	North Lambton	1	1	1	1	1	BY ROOM 131* COMPLETED 2003
120	Northen CCIVS	1	2	2	4		MAIN FRONT ENTRY + AUTO DOOR +2004
120	Ridgetown D.H.	1	2	2	3	1	MAIN ENTRY* + BY STAFF PARKING*
122	Sarnia Collegiate ITS	1	1	UIC	1		H-E ENTRANCE - PROPOSED AUTO DOOR EAST ENTRANCE (TIEM 30364)
123	St. Clair S.	1	7	UIC	UIC		MAIN ENTRY + WEST, SOUTH & NORTH ENTRIES + AUTO DOOR ADDED 2008
124	Tilbury D.H.	NR	2	1	1	1	MAIN ENTRY* + REAR ENTRY BY ROOM 4 ADDED 2 RAMP -ON EACH SIDE OF GYM - 2004
125	Wallaceburg D.S.	1	2	3	3	6	SELKIRK ENTRY BY RM 110* + LORNE ENTRY BY GYM* + ST. CLAIR ENTRY + 2 CAFETERIA ENTRIES RAMPED *BARRIER FREE MODIFIED EXIT 5 (Selkirk) 2009 + PROPOSED RENO OF STALL IN GIRLS' CHANGEROOM+ PAINT STAIR STEPS FOR VISUALLY IMPAIRED
211	A.A. Wright	1	3	2	1	1	MAIN ENTRY* + NORTH SIDES OF GYM* NEW LIFTING DEVICE ROOM 7
212	Aberarder Central	NR		UIC	UIC		
213	Bosanquet	NR	1	UIC	1	1	
214	Bridgeview	NR	5	1*	UIC	1	SOUTH GYM ENTRY*
215	Brigden	NR	1	UIC	UIC		MAIN ENTRY
216	Bright's Grove	1		1	2	2	COMPLETED AUTO DOOR 2003
217	Brooke Central	NR	1	1*		2	MAIN ENTRY* AUTO DOOR ADDED 2005
218	Cathcart Boulevard	NR		UIC	1		NEEDS SIGN
219	Colonel Cameron P.S.	NR	5	UIC		1	SECRETARY/RECEPTION COUNTER HEIGHT WR ADDED 2004
220	Confederation	NR	2	1	UIC		MAIN ENTRY + NORTH ENTRY AUTO DOOR ADDED TO FRONT ENTRANCE
221	D.A. Gordon	UIC	1	UIC	UIC	1	MAIN FRONT ENTRY + ACOUSTICAL CEILING ADDED ROOM 6 PROPOSED ACOUSTICAL CEILINGS ROOM 7, 9 & 10
222	Dawn-Euphemia	NR	1	UIC	UIC		MAIN FRONT ENTRY
223	Devine Street	1		UIC	UIC		CHAIR LIFT
224	Dresden Area	NR	3	UIC	1	1	MAIN FRONT ENTRY +ELEM- ENTRY & KINDERGARTEN N-S ENTRY
226	Errol Road	NR		UIC	1	1	WR ADDED
227	Errol Village	NR		UIC	0	1	NEEDS SIGNS AUTO DOOR ADDED 2008
230	Grand Bend	NR	1	1		1	TWO MAIN FRONT ENTRIES - PROPOSED ADDITIONAL RAMP FOR 2010 - ACTIONED
231	Gregory Drive	NR	4	UIC	1	1	MAIN FRONT ENTRY
233	H.W. Burgess	NR	1	UIC	1	2	MAIN FRONT ENTRY RAMP ADDED ON WEST EXITT 2008
234	Hanna Memorial	NR	3	UIC	1	1	MAIN ENTRY + SOUTH & S-W ENTRIES PROPOSED WASHROOM RENOVATION FOR BARRIER FREE
235	Harwich Rawleigh	NR	1	UIC	1		MAIN FRONT ENTRY
236	High Park	NR	3	UIC	1	1	MAIN ENTRY + EAST & WEST ENTRIES
237	Hillcrest	NR	1	UIC	UIC		MAIN FRONT ENTRY
238	Ridgeview Moravian Elementary	NR	4	UIC	1	1	MAIN FRONT ENTRY + BY ROOM 15 + ADDED BY ROOM 16/17 2004
239	Indian Creek Road	NR	9	1	2	7	FRONT ENTRANCE* + 2 RAMPS AT REAR 2004 2 RAMP RESULT + WASHROOM MODIFIED + CEILING TRACK FOR DD

APPENDIX C
BARRIER FREE ACCESS PROJECTS 2009/2010

NO	LOCATION	LIFTING DEVICES	WASHROOM ACCESS	AUTO DOORS	PARK SPACES	WR	ENTRANCE LOCATION(S)
240	John N Gliven	NR	1	U/C	1		MAIN FRONT ENTRY + BY V.P. OFFICE
241	PE McGibbon Elementary	1	AI	2	2		TO OPEN IN SEPTEMBER 2010
242	King George (Chatham)	NR	3	U/C	1	1	ENTRY BY KINDERGARTEN
243	King George (Samia)	NR		U/C	U/C	1	RAMPED FRONT ENTRY - 2004
244	Kinnwood Central	NR		U/C	1	2	RAMPED ENTRY BY KINDERGARTEN - 2004
245	Lakeroad	NR	1	U/C	1		
246	Lambton Central Centennial	NR	5	U/C	U/C		ALL ENTRIES
247	Lansdowne	NR	4	U/C	1		MAIN ENTRY + NORTH, EAST & SOUTH ENTRIES
248	London Road	U/C	2	U/C	1	1	MAIN ENTRY + EAST ENTRY
250	McNaughton Ave	NR	1	U/C	2	1	MAIN FRONT ENTRY - FORMER STAFF WR CONVERTED
251	Merlin Area	NR	1	U/C	1		MAIN FRONT ENTRY + NORTH WING RAMP
252	Mooretown/Courtright	NR	3	U/C	U/C	1	MAIN ENTRY + NORTH & WEST ENTRIES
255	Queen Elizabeth (Chatham)	NR	2	1	2		MAIN FRONT ENTRY + FRONT ENTRY BY ROOM 8
256	Queen Elizabeth (Petrolia)	NR	1	U/C	U/C		MAIN FRONT ENTRY
257	Queen Elizabeth (Samia)	NR	4	U/C	U/C		MAIN ENTRY + NORTH & SOUTH ENTRIES
258	Ridgown P	NR	3	U/C	1	2	MAIN FRONT ENTRY + ENTRY BY KINDERGARTEN + PORTAFAC ENTRY
259	Riverview	NR	4	U/C	1	1	MAIN ENTRY + SOUTH, S-E & EAST ENTRIES
261	Rosedale	NR		U/C	2	1	NEEDS SIGN
262	South Plympton	NR	2	U/C	1	1	MAIN ENTRY & SOUTH CENTER ENTRY
263	Tecumseh	DDP	2	1	1	2	MAIN FRONT ENTRY + WEST SIDE NORTH ENTRY* DDP HANDICAP LIFT IN D.D.P. LAB
264	Thamesville Area	NR	1	U/C	1		MAIN ENTRY
265	Tilbury Area Public	NR	3	U/C	1		MAIN FRONT ENTRY + ENTRY BY WR + ENTRY BY ROOM 11/12
266	Victor Lauriston	NR	2	1	1		MAIN FRONT ENTRY (ALEXANDRA) & RAMP OFF PARKING LOT* AUTO DOOR ADDED 2005
268	W.J. Bald	NR	5	U/C	1	1	MAIN FRONT ENTRY + ENTRY BY LIBRARY (ONE NEEDED AT SOUTH DOOR)
272	Wheatley Area Public	NR	5	1	1	1	MAIN FRONT ENTRY* AUTO DOOR 05 + 2 ADDITIONAL EXIT RAMPS OCT. 2007
273	Winston Churchill	NR	6	U/C	1		MAIN FRONT ENTRY + KINDERGARTEN ENTRY + DAYCARE ENTRANCES RAMP BY ROOM ADDED
274	Wyoming	NR	5	U/C	U/C	1	MAIN ENTRY + NORTH, N-E, SOUTH & S-E ENTRIES
275	Zone Tap	NR	1	U/C	1	1	MAIN FRONT ENTRY + SOUTH DRIVEWAY BY ROOM 9
276	Sir John Moore Community	NR	7	2	2		ALL ENTRIES + COMPLETED INSTALLATION OF AUTO DOOR OPERATOR ON THE MAIN ENTRANCE
277	East Lambton B	1	1	U/C	1	2	
301	Chatham Regional Office	NR	3	1	1		AUTO DOOR OPERATOR MAIN ENTRANCE
302	Education Centre	1	2	1	1		AUTO DOOR ADDED OFF PARKING LOT 2003

LEGEND

NR	NOT REQUIRED - SINGLE FLOOR ELEVATION
U/C	UNDER CONSIDERATION FOR FUTURE BUDGET
*	ENTRY WITH AUTO DOOR(S)
WR	WASHROOMS ADAPTED FOR PHYSICALLY CHALLENGED

CHANGES FROM PREVIOUS REPORT ARE IN BOLD ITALIC

NOTE: THE BOARD HAS 2 PORTABLE CHAIR LIFTS - 1 FOR THE NORTH AND 1 FOR THE SOUTH

