



ANNUAL ACCESSIBILITY PLAN

Lambton Kent District School Board

2010-2011

Prepared by
Lambton Kent District School Board
Accessibility Committee

Approved by the Board of Trustees
October 11, 2011

*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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LKDSB Mission Statement and Belief Statements

The beginning of a new school year is always accompanied by a sense of excitement and anticipation for a great school year. With this year's commencement, our Vision, Mission and Belief Statements have been freshly amended to reflect our continued commitment and dedication to our students, to public education, and to members of our school communities. These values recognize our responsibility and sense of pride in providing ongoing accessible improvements and reducing barriers in all of our schools.

Vision Statement

Our Students – Shaping Our World

Mission Statement

Fostering Success for Every Student Every Day

Belief Statements

- ✓ Public education is an investment in the future of all people and all communities.
- ✓ All students can learn and are entitled to quality instruction.
- ✓ A safe and caring learning environment is strengthened by embracing diversity, and respecting self, others and the world around us.
- ✓ Student success is achieved through shared responsibility of students, staff, families, community and First Nation partners.
- ✓ Accountability is attained through open dialogue, transparency and fiscal responsibility.
- ✓ We are committed to innovation and continuous improvement.

The Lambton Kent District School Board provides educational services to more than 22,000 students in 66 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.

The Lambton Kent District School Board supports Community Use of Schools, a Ministry of Education initiative for schools to be welcoming and inclusive places for community members to come together, volunteer, build skills, access community programs, and become physically active during non-school hours.

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.

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.

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.

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.

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

The Principle of Dignity

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.

The Principle of Independence

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

The Principle of Integration

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.

The Principle of Equal Opportunity

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

Staff Development

A number of professional development sessions were offered during the 2010-2011 school year specific to persons with disabilities. For our educational assistants, these opportunities included the following:

- CPI: Non-Violent Crisis Intervention (Certification)
- CPI: Non-Violent Crisis Intervention (Refresher)
- Walking the Walk: Creative Tools for Transforming Compassion
- CPR/First Aid (Certification)
- Equity and Inclusive Education

We have completed extensive training with our resource teachers and special education staff. These included:

- Attention Deficit Disorder – Dr. Adam Cox
- Applied Behaviour Analysis
- Autism, Asperger's, and Related Disabilities
- Autism Intervener Certification
- Behaviour Management Systems
- Collaborative Problem Solving (Advanced) - Dr. Ross Greene
- CPI: Non-Violent Crisis Intervention (Certification Series and Refresher)
- Equity and Inclusive Education School Team Training
- Family Perspective of Living with Mental Health Issues - Sarah Cannon
- Functions of Behaviour
- Kurzweil 3000
- Mentoring Workshops for New Resource Teachers (SEA Claims and IPRC's, Accommodations and Modifications in the Regular Class, Organizational Tips and Shared Solutions, WBBT)
- New Resource Teacher In-Service (includes IEP Training)
- NTIP – New Teacher Induction Program – Students with Special Needs, Accommodations and Modifications
- Picture Exchange Communications System (PECS)
- Positive Behaviour Support
- Risk and Resiliency in Children with High Incidence Disabilities - Dr. Jeff St. Pierre
- Special Education 101 for the Classroom Teacher
- Tried and True Tricks and Tips
- Universal Supports for Students with ASD and other High Needs Students

Training for all new staff members in the Customer Service Standards continues. When new staff members are hired, they are required to be 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 assessable 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

HYPERLINK "<http://www.oesc-cseo.org/English/trainingModules.html>"

<http://www.oesc-cseo.org/English/trainingModules.html>

In addition, a comprehensive policy and regulation on the use of Service Animals for students and staff has been developed. This takes our process for assisting members of the public with the use of their service animal in our buildings to include the use of a service animal by a student or staff member. This policy and regulation is currently in draft form and will be made available to the public upon approval of the final version.

Upcoming Integrated Standards

On June 3, 2011, the Ontario Government released the final Integrated Accessibility regulation under the Accessibility for Ontarians with Disabilities Act, 2005 (OADA). This Regulation combines accessibility standards in three areas - information and communication, employment, and transportation – and came into effect on July 1, 2011. As a large designated public sector organization (50+ employees), there are a number of factors we are required to be compliant with over the next few years. Our Accessibility Committee will be most active in the planning and development of the upcoming standards in order to ensure compliance with the Act by the required date. This will be our main focus in the upcoming year(s).

There are five parts to this regulation, each with several components.

Part 1: GENERAL STANDARDS

Establishment of Accessibility Policies

We will be required to develop, implement and maintain policies describing how LKDSB has achieved or will achieve accessibility in accordance with the Act. This must include a statement of commitment, preparation of written documents describing our policies, and having these documents available in an accessible format upon request. Compliance date is January 1, 2013.

Accessibility Plans

We will be required to prepare, document and post on our website and provide in accessible format upon request, a multi-year accessibility plan on how we intend to prevent and remove barriers to accessibility. The plan must be reviewed and updated at least once every five years.

As a designated public sector organization, we are required to consult with persons with disabilities or with members of their accessibility advisory committee when updating the plan. We will also be required to prepare an annual status report on our progress on the plan and post the status report on our website. Compliance date for the Accessibility Plan is January 1, 2013.

Procuring or Acquiring Goods, Services or Facilities

When procuring or acquiring goods, services or facilities, we will be required to incorporate “accessibility criteria and features”, unless it is not practicable to do so.

Self-Serve Kiosks

As a designated public sector organization, we will be required to incorporate accessibility features when designing, procuring or acquiring self-serve kiosks.

Training

A significant change in this final integrated standard is a new requirement to provide training on the Human Rights Code as it pertains to persons with disabilities. This human rights training is in addition to the training on the accessibility standards. There is no strong guidance in the legislation on the scope of the required training or the resources available for this training.

The required training is to be provided to our employees, volunteers, persons who participate in developing the organization's policies, and "all other persons" who provide goods, services or facilities on our behalf by January 1, 2014.

Filing Accessibility Reports

Filing Accessibility Reports continues on an annual basis.

PART II: INFORMATION AND COMMUNICATIONS STANDARDS

Feedback Processes

As an organization with a feedback process already in place, we must ensure the process is accessible by providing accessible formats and communications support upon request. We must also notify the public about the availability of accessible formats and communication supports.

Accessible Formats and Communication Supports

We must, upon request, provide or arrange for the provision of accessible formats and communications supports: (1) in a timely manner that takes into account the disabled person's accessibility needs; and (2) at a cost not exceeding the regular cost charged to other persons. We must consult with the person making the request on the suitability of an accessible format or communication support. Compliance date for this standard is January 1, 2015.

Emergency Procedure, Plans or Public Safety Information

Emergency procedures, plans or public safety information that is available to the public must also be available in an accessible format or with appropriate communication supports, as soon as practicable and upon request.

Accessible Websites and Web Content

We will be required to make our internet websites and web content conform with the World Wide Web Consortium Web Content Accessibility Guidelines ("WCAG") 2.0, initially at Level A, and increasing to Level AA. New websites and web content must conform with WCAG 2.0 Level A by January 1, 2014. All websites and web content must conform with WCAG 2.0 Level AA by January 1, 2021.

Educational and Training Resources and Materials

We will be required to provide educational or training resources or materials in an accessible format if "notification of need" is given. This may be done so by procuring or obtaining by other means, or if not available, by arranging for comparable resources in an accessible format. Student records and information

on programs will need to be provided in an accessible format.

Training to Educators

School boards will be required to provide their educators with accessibility awareness training on accessible program or course delivery and instruction. This includes having accessible or “conversion ready” versions of textbooks and other materials available upon request. LKDSB will be required to keep training records, including the dates on which training is provided and the number of individuals to whom it is provided.

Libraries of Educational and Training Institutions

LKDSB school libraries will be required to provide, procure or otherwise acquire an accessible or “conversion ready” format of print, digital or multimedia resources or materials, upon request. This will not apply to special collections, archival materials, rare books or donations.

PART III: EMPLOYMENT ACCESSIBILITY STANDARDS

The employment accessibility standards apply only with respect to the employment of individuals. They do not apply to volunteers and other “non-paid” individuals. The compliance date for Employment Accessibility Standards is January 1, 2014.

Recruitment

We will be required to notify all employees and the public about the availability of accommodation for applicants with disabilities in their recruitment process.

Recruitment, Assessment or Selection Process

Upon notification of job applicants of their selection for the interview process, they must be advised that accommodation is available upon request as it pertains to the materials or processes being used in the interview. We will be required to consult with interviewee requesting accommodation and must provide or arrange for the provision of “suitable” accommodation. Final determination on suitable accommodation lies with LKDSB.

Notice to Successful Applicants

When making offers of employment, we will be required to notify the successful applicant of LKDSB policies for accommodating persons with disabilities.

Informing Employees of Supports

We will be required to inform all employees of our policies, along with any updates to these policies, used to support employees with disabilities, including information on accommodation. New employees must receive this information as soon as practicable after they commence employment with LKDSB.

Accessible Formats and Communication Supports

When a disabled employee requests it, we will be required to consult with the employee to provide, or arrange to provide, accessible formats and

communication supports for information necessary for performing his or her job, and other information that is generally available to other employees. In determining the suitability of an accessible format or communication support, we will be required to consult with the employee making the request. Final decision in determining suitability lies with LKDSB.

Workplace Emergency Response Information

We will be required to provide “individualized” workplace emergency response information to disabled employees if individualized information is necessary. This will be based on the type of disability and will be provided to the employee as soon as practical after becoming aware of the need for accommodation.

This workplace response information may be shared with a person designated by the employer to provide assistance to the disabled employee if the disabled employee consents. Individualized workplace emergency response information must be reviewed if the disabled employee moves to a different work location in the organization, when his or her overall accommodation needs or plans are reviewed, and when the employer reviews its general emergency response policies.

Documented Individual Accommodation Plans

We will be required to institute a written process to develop documented individual accommodation plans for disabled employees. The written process must address a number of required elements, including the manner in which the disabled employee requesting accommodation can participate in the development of the plan, the means by which the employee is assessed on an individual basis, and the manner by which an employer can request an evaluation by an outside medical or other expert, at the employer’s expense, to assist in its determination on whether accommodation can be achieved.

Return to Work Process

We will be required to develop, implement and document a return to work process for employees who have been absent from work due to a disability and who require disability-related accommodations in order to return to work. The return to work process shall outline the steps the employer will take to facilitate the return to work and must include an individual documented accommodation plan. This return to work process does not replace or override any other return to work process created by or under any other statute (e.g. the Workplace Safety and Insurance Act, 1997).

Performance Management, Career Development and Advancement, and Redeployment

Employers who conduct performance management, provide career development and advancement to employees, or engage in employee redeployment must take into account the accessibility needs of disabled employees, as well as individual accommodation plans.

PART IV: TRANSPORTATION STANDARDS

The Transportation Standards have not yet been fully fleshed out. However, there will be new there are new requirements on keeping training records, the availability of emergency preparedness and response policies, on developing steps to reduce waiting times, and ensuring on-board announcements of destination points or available route stops are audible. There are specific standards that LKDSB will be required to work in conjunction with the transportation service providers to implement. As more information becomes available, this will be shared with the Accessibility Committee and all affected persons.

PART V: COMPLIANCE PROVISIONS

A final change to the OADA allows for a government official – a “director” – to assess and levy an administrative penalty based on the consideration of the severity of the impact of the contravention (e.g. administrative oversight vs. health and safety risk), the contravention history of the person or organization in question, and the nature of the organization (corporation, unincorporated association or individual). The range of the penalty for large public sector organizations would generally go from \$500 to \$15,000. However, in the case of a contravention resulting in a major impact coupled with an extensive contravention history, the administrative penalties can be assessed on a daily basis to a maximum of \$100,000 for a corporation, and \$50,000 for an individual or unincorporated association.

The government has allowed for an appeal process and has designated the License Appeal Tribunal as the governing body responsible for hearing matters under the OADA.

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

Contact Information

Name:

Address:

Telephone Number:

E-Mail:

Date:

Comments:

Accessibility Working Group

The committee met as needed over the course of the year. Members of the 2010-2011 Accessibility Committee include:

Pam Graham	System Coordinator of Special 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
Melody Borthwick	Supervisor of Building Services

The focus for the upcoming year for this working group is on the Integrated Accessibility Standards and assisting in the identification of priority allocation of funds for accessibility issues. When required, other individuals with particular areas of expertise will be consulted to help guide a particular process.

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

BARRIER FREE ACCESS 2010/2011

NO	LOCATION	LIFTING DEVICES	BARRIER FREE ACCESS	AUTO DOORS	PARK SPACES	WR	ENTRANCE LOCATION(S)
111	Alexander Mackenzie	N/R	2	2	2	1	MAIN FRONT ENTRY* + ENTRY BY RM 74 ADDED RAMPS BY RM 63/75/40 & NEW REBUILD RAMP BY RM 37 PORTABLE LIFT FOR GYM STAGES 2006 + AUTO OPERATOR ON BF WASHROOM 2011 DOOR MULLIONS PAINTED
112	Blenheim D.H.	U/C	3	1	2	1	MAIN FRONT ENTRY* + BY GYM + BY ROOM 50 INTERIOR RAMP REBUILT TO CURRENT STANDARDS - PAINTED STAIR TREADS FOR VISUALLY IMPAIRED (2011)
114	Chatham Kent S.	2003	7	2	4	2	MAIN FRONT* + CUSTODIAL* + BY RM 129/131 * SUMMER OF 2008 RAMPS INTO COURTYARD - PAINTED STAIR TREADS FOR VISUALLY IMPAIRED (2011)
116	John McGregor S.	N/R	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	U/C	1	1	1	1	BY ROOM 308*/2ND RAMP ADDED TO N-W ENTRY 2004/WASHROOM CONVERTED 2011 DOOR MULLIONS PAINTED + STAIR TREADS PAINTED
119	North Lambton	1	1	1	1	1	BY ROOM 131 * (2003)
120	Northern CCIVS	1	2	2	4		MAIN FRONT ENTRY* + SOUTH ENTRY* (2004)
121	Ridgetown D.H.	1	2	2	4	1	MAIN ENTRY* + BY STAFF PARKING* + 2 BF PARKING SPACES AT REAR PARKING + NEW ELEVATOR INSTALLATION, TO BE COMPLETE FALL OF 2011 + PAINTED STAIR TREADS FOR VISUALLY IMPAIRED (2011)
122	Sarnia Collegiate ITS	1	1	U/C	1		N-E ENTRANCE + PAINTED STAIR TREADS FOR VISUALLY IMPAIRED (2011)
123	St. Clair S.	1	7	U/C	U/C		MAIN ENTRY + WEST, SOUTH & NORTH ENTRIES + AUTO DOOR (2009) + PAINTED STAIR TREADS & DOOR FRAMES FOR VISUALLY IMPAIRED (2011)
124	Tilbury D.H.	N/R	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 118* + LORNE ENTRY BY GYM* + ST. CLAIR ENTRY +2 CAFETERIA ENTRIES RAMPED *BARRIER FREE MODIFIED EXIT 5 (Selkirk) (2009)
211	A.A. Wright	1	3	2	1	1	MAIN ENTRY* + NORTH SIDES OF GYM* NEW LIFTING DEVICE ROOM 7
212	Aberarder Central	N/R		U/C	U/C		
213	Bosanquet	N/R	1	U/C	1	1	
214	Bridgeview	N/R	5	1	U/C	1	SOUTH GYM ENTRY*
215	Brigden	N/R	1	U/C	U/C		MAIN ENTRY
216	Bright's Grove	1		1	2	2	MAIN SOUTH ENTRY* (2003)
217	Brooke Central	N/R	1	1		2	MAIN ENTRY* (2005)
218	Cathcart Boulevard	N/R		U/C	1		NEEDS SIGN
219	Colonel Cameron P.S.	N/R	5	U/C		1	SECRETARY/RECEPTION COUNTER HEIGHT WR (2004)
220	Confederation	N/R	2	1	U/C		MAIN ENTRY* + NORTH ENTRY
221	D.A. Gordon	U/C	1	U/C	U/C	1	MAIN FRONT ENTRY + ACOUSTICAL CEILING ADDED ROOM 8
222	Dawn-Euphemia	N/R	1	U/C	U/C		MAIN FRONT ENTRY
223	Devine Street	1		U/C	U/C		CHAIR LIFT
224	Dresden Area	N/R	3	U/C	1	1	MAIN FRONT ENTRY +ELEM- ENTRY & KINDERGARTEN N-S ENTRY
226	Errol Road	N/R		U/C	1	1	WR ADDED 2011 DOOR MULLIONS PAINTED
227	Errol Village	N/R	1	1	0	1	NEEDS SIGNS +MAIN ENTRY* (2009)
230	Grand Bend	N/R	1	1		1	TWO MAIN FRONT ENTRIES + RAMP AT MAIN ENTRANCE
231	Gregory Drive	N/R	4	U/C	1	1	MAIN FRONT ENTRY
233	H.W. Burgess	N/R	1	U/C	1	2	MAIN FRONT ENTRY + RAMP ADDED ON WEST EXIT (2009)
234	Hanna Memorial	N/R	3	1	1	1	MAIN ENTRY+ SOUTH & S-W ENTRIES + AUTO DOOR OPERATOR ADDED AT MAIN ENTRANCE (2011)
235	Harwich Raleigh	N/R	1	U/C	1		MAIN FRONT ENTRY
236	High Park	N/R	3	U/C	1	1	MAIN ENTRY + EAST & WEST ENTRIES
237	Hillcrest	N/R	1	U/C	U/C		MAIN FRONT ENTRY
238	Naahii Ridge Elementary	N/R	4	U/C	1	1	MAIN FRONT ENTRY + BY ROOM 1/5 + ADDED BY ROOM 16/17 (2004)

BARRIER FREE ACCESS 2010/2011

NO	LOCATION	LIFTING DEVICES	BARRIER FREE ACCESS	AUTO DOORS	PARK SPACES	WR	ENTRANCE LOCATION(S)
239	Indian Creek Road	N/R	9	1	2	1	FRONT ENTRANCE* + 2 RAMPS AT REAR (2004) + 2 RAMP REBUILT + WASHROOM MODIFIED + CEILING TRACK FOR DD
240	John. N. Given	N/R					
241	PE McGibbon Elementary	1	All	2	2		ALL ENTRIES BARRIER FREE + MAIN FRONT ENTRY* + NORTH ENTRANCE*
242	King George (Chatham)	N/R	3	U/C	1	1	MAIN ENTRY + ENTRY BY KINDERGARTEN
243	King George (Sarnia)	N/R		U/C	U/C	1	RAMPED FRONT ENTRY (2004) 2011 DOOR MULLIONS PAINTED
244	Kinwood Central	N/R	1	U/C	1	2	RAMPED ENTRY BY KINDERGARTEN (2004)
245	Lakeroad	N/R	2	U/C	1		RAMP AT MAIN ENTRANCE
246	Lambton Central Centennial	N/R	5	U/C	U/C		ALL ENTRIES
247	Lansdowne	N/R	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	N/R	1	U/C	2	1	MAIN FRONT ENTRY - FORMER STAFF WR CONVERTED
251	Merlin Area	N/R	1	U/C	1		MAIN FRONT ENTRY + NORTH WING RAMP
252	Mooretown/Courtright	N/R	3	U/C	U/C	1	MAIN ENTRY + NORTH & WEST ENTRIES
255	Queen Elizabeth (Chatham)	N/R	2	1	2		MAIN FRONT ENTRY* + FRONT ENTRY BY ROOM 8 + NEW WITH NEW RAILINGS BY ROOM 7/9 (2011)
256	Queen Elizabeth (Petrolia)	N/R	1	U/C	U/C		MAIN FRONT ENTRY
257	Queen Elizabeth (Sarnia)	N/R	4	U/C	U/C		MAIN ENTRY + NORTH & SOUTH ENTRIES
258	Ridgeway P	N/R	3	U/C	1	2	MAIN FRONT ENTRY + ENTRY BY KINDERGARTEN + PORTAPAC ENTRY
259	Riverview Central	N/R	4	U/C	1	1	MAIN ENTRY + SOUTH, S-E & EAST ENTRIES + EXTERIOR RAILING EXTENDED TO BUILDING ON SOUTH ENTRANCE (2011)
261	Rosedale	N/R		U/C	2	1	NEEDS SIGN
262	South Plympton	N/R	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	N/R	1	U/C	1		MAIN ENTRY
265	Tilbury Area Public	N/R	3	1	1		MAIN FRONT ENTRY + ENTRY BY WR + ENTRY BY ROOM 11/12 + RAMPED & ADDED AUTO DOOR OPERATOR AT MAIN FRONT ENTRANCE (2011)
266	Victor Lauriston	N/R	2	1	1		MAIN FRONT ENTRY* (ALEXANDRA) & RAMP OFF PARKING LOT (2005)
268	W.J. Baird	N/R	5	U/C	1	1	MAIN FRONT ENTRY + ENTRY BY LIBRARY (ONE NEEDED AT SOUTH DOOR)
272	Wheatley Area Public	N/R	5	1	1	1	MAIN FRONT ENTRY * AUTO DOOR '05 + 2 ADDITIONAL EXIT RAMPS (OCT. 2007)
273	Winston Churchill	N/R	6	U/C	1		MAIN FRONT ENTRY + KINDERGARTEN ENTRY + DAYCARE ENTRANCES + RAMP BY ROOM ADDED 2011 DOOR MULLIONS PAINTED
274	Wyoming	N/R	5	U/C	U/C	1	MAIN ENTRY + NORTH, N-E, SOUTH & S-E ENTRIES
275	Zone Twp	N/R	1	1	1	1	MAIN FRONT ENTRY + SOUTH DRIVEWAY BY ROOM 9 + AUTO DOOR OPERATOR ADDED TO ENTRANCE BY MAIN OFFICE (2011)
276	Sir John Moore Community	N/R	7	2	2		ALL ENTRIES + MAIN ENTRY*
277	East Lambton S	1	1	U/C	1	2	
301	Chatham Regional Office	N/R	3	1	1		MAIN ENTRY*
302	Education Centre	1	2	1	1		ENTRANCE OFF PARKING LOT* (2003)

LEGEND:

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

CHANGES FOR THIS PAST BUDGET YEAR ARE IN BLUE (2011)

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