

REGULAR BOARD MEETING AGENDA  
PUBLIC SESSION

TUESDAY, NOVEMBER 26, 2019  
7:00 p.m.

Board Room  
Sarnia Education Centre  
200 Wellington Street, Sarnia

**A**

Page Reference

1. Call to Order
2. Approval of Agenda
3. Declaration of Conflict of Interest
4. Approval of the Minutes of November 12, 2019 Regular Board Meetings 3
5. Business Arising from the Minutes
6. Motions Emanating from the Regular Board Private Session
7. Motion that the Actions of the Regular Board Private Session be the Action of the Board.
8. Presentations:
9. Delegations
10. Questions from the Public
11. Reports for Board Action:
  - a) Municipal Local Improvement Policy 9  
Trustee Robertson  
Report B-19-109  
  
Recommendation  
“That the Board send a formal request to the Municipality of Chatham-Kent, the City of Sarnia and surrounding lower tier municipalities to review the respective Local Improvement Policy, prioritizing new sidewalk implementation in accordance with policies that promote safe routes to school.”
  - b) LKDSB Policy on *Use of Guide Dog, Service Dog or Service Animal by a Student* 10  
Director Howitt/Superintendent Barrese  
Report B-19-110  
  
Recommendation  
“That the Board approve the revised policy and regulations on *Use of Guide Dog, Service Dog or Service Animal by a Student.*”
  - c) LKDSB 2018/2019 Annual Accessibility Report 31  
Superintendent Girardi  
Report B-19-111  
  
Recommendation  
“That the Board approve the 2018/2019 Annual Accessibility Report.”

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|---|---|----|
| 12. Reports for Board Information   |   |    |
| a) Annual Audit Committee Report  | Trustee Douglas<br>Report B-19-112      | 51 |
| b) Budget Meeting Schedule for the 2020/2021 School Year  | Superintendent McKay<br>Report B-19-113 | 53 |
| 13. Correspondence  |   |    |
| 14. New Business:   |   |    |
| 15. Trustee Questions   |   |    |
| 16. Notices of Motion:  |   |    |
| 17. Future Agenda Items   |   |    |
| 18. Announcements   |   |    |
| a) The Organization Board Meeting will be held on Tuesday, December 3, 2019, 7:00 p.m. at the Sarnia Education Centre.  |   |    |
| b) The next Regular Board Meeting will be held on Tuesday, January 14, 2020, 7:00 p.m. at the Chatham Education Centre. |   |    |
| 19. Adjournment   |   |    |

Lambton Kent District School Board

Minutes of the Regular Board of November 12, 2019 held at the Chatham Education Centre

PRESENT:

Trustees: Chair Jane Bryce (via teleconference), Vice-Chair Randy Campbell, Greg Agar, Janet Barnes (via teleconference), Ruth Ann Dodman, Dave Douglas (via teleconference), Brittany Jenkins (via teleconference), Scott McKinlay, Lareina Rising (via teleconference), Derek Robertson

Staff: Director of Education John Howitt, Superintendent of Business Brian McKay, Superintendents of Education, Angie Barrese, Gary Girardi, Ben Hazzard, Helen Lane, Mary Mancini, Mark Sherman and Public Relations Officer Heather Hughes

Student Trustees: Aurora Bressette, Simon Harris (via teleconference) and Byren Newcombe

Regrets: Trustee Jack Fletcher

Recording Secretary: Trish Johnston, Executive Assistant and Communications Officer

Call to Order: Vice-Chair Campbell called the meeting to order at 7:00 p.m. Trustee Dodman served as Vice-Chair. Director Howitt read the Traditional Territorial Acknowledgement. Vice-Chair Campbell read an in Memoriam for Student Lainey Goodreau. and Secretary Liz Kelly.

Vice-Chair Campbell advised Trustees participating via teleconference to speak up when they would like to ask a question or express their opposition to a motion otherwise their silence would indicate support for the motion.

#2019-132  
Approval of the Agenda  
Moved by Greg Agar, seconded by Scott McKinlay,  
"That the Agenda for the Regular Board Meeting of November 12, 2019 be approved."  
CARRIED.

Declaration of Conflict of Interest: None

#2019-133  
Approval of the Minutes  
Oct/22/2019  
Moved by Greg Agar, seconded by Ruth Ann Dodman,  
"That the Board approve the Minutes of the Regular Board Meeting of October 22, 2019."  
CARRIED.

Business Arising: None.

Motions Emanating from Private Session  
Moved by Ruth Ann Dodman, seconded by Derek Robertson,  
"That the Board excuse Trustee McKinlay from attending Board Meetings from November 1, 2019 to March 31, 2020."

#2019-134  
Action of the Regular Board Private Session be the Action of the Board  
Moved by Ruth Ann Dodman, seconded by Scott McKinlay,  
"That the Action of the Board in Private Session be the Action of the Board."  
CARRIED.

<p>Presentations:  Director of Education's  Snap Shots of Excellence</p>	<p>Director Howitt presented the Director's Snap Shots of Excellence PowerPoint which shares highlights of engagement across the district. Included in the presentation were examples of school facility readiness, facility enhancements, welcome back to school activities, athletics, outdoor learning activities, examples of good citizenship, Terry Fox Run events, food drives, recognition of Orange Shirt Day activities, Truth and Reconciliation learning opportunities, Staff and Volunteer Appreciation Day activities, post-secondary information fairs, Student Vote activities, math and STEM student activities, Alexander Mackenzie Secondary School's Medicine Wheel unveiling, Indigenous Sport and Wellness Ontario Standing Bear Leadership Portal Program celebration at Wallaceburg District Secondary School, celebration of the St. Clair College Early Childhood Education Program partnership with the LKDSB at Winston Churchill Public School, Noelle's Gift Fund donation to the LKDSB, ground breaking ceremony at Chatham-Kent Secondary School, International Education activities, Treaty Recognition Week activities, Take Our Kids to Work activities, Col. Chris Hadfield's Walk of Fame Hometown Star ceremony at King George VI Public School Sarnia and Remembrance Day Activities.</p>
<p>Delegations:</p>	<p>None</p>
<p>Questions from the Public</p>	<p>None</p>
<p>#2019-135  Policy and Regulations on  <i>Inclement Weather</i>  Report B-19-98</p>	<p>Moved by Derek Robertson, seconded by Greg Agar,    " That the Board approve the review of the policy and revised regulations on <i>Inclement Weather.</i>"</p> <p>Director Howitt advised that the LKDSB policy and regulations on <i>Inclement Weather</i> had been reviewed as part of the cyclical review. The Zone 8 descriptors and map in the regulations were updated. The corresponding administrative procedures were updated to reflect current language and processes and were shared with Trustees for information. The documents align with the Chatham-Kent Lambton Administrative School Services (CLASS) policies. The CLASS Student Transportation Services provides safe and efficient transportation to eligible students attending LKDSB schools.</p> <p style="text-align: right;">CARRIED.</p>
<p>#2019-136  Policy and Regulations on  <i>Safe Schools</i>  Report B-19-99</p>	<p>Moved by Ruth Ann Dodman, seconded by Greg Agar,    " That the Board approve the review of the policy and revised regulations on <i>Safe Schools.</i>"</p> <p>Director Howitt advised that the LKDSB policy and regulations on <i>Safe Schools</i> have been reviewed as part of the cyclical review and to comply with new Ministry requirements. The policy and regulation cover safe schools, bullying, progressive discipline and code of conduct. The code of conduct section of the regulations was updated. The operational aspect of the code of conduct section was moved to a new administrative procedure called <i>Code of Conduct</i>. This is consistent with the LKDSB practice of having separate administrative procedures for the operational aspects of <i>Bullying</i> and <i>Progressive Discipline</i>. The administrative procedure on <i>Code of Conduct</i> contains language regarding the use of mobile devices by students. The regulations and administrative procedures contain language regarding the restrictions on the use of cannabis.</p> <p style="text-align: right;">CARRIED.</p>

#2019-137  
LKDSB 2018/2019 School  
Year Audited Financial  
Statements  
Report B-19-100

Moved by Derek Robertson, seconded by Greg Agar,

“That the Lambton Kent District School Board approve the annual audited Consolidated Financial Statements and the accompanying Independent Auditors’ Report for the year ending August 31, 2019.”

Superintendent McKay advised that the 2018/2019 audited financial statements have been completed. The Audit Committee met on October 28, 2019 and reviewed the documents in detail. Superintendent McKay introduced Kevin Sabourin, a partner in the audit firm of Bailey Kearney Ferguson, Chartered Accountants, to present the report. Kevin Sabourin advised that the Firm had completed the audit of the Board’s financial statements. He advised that on October 28, 2019 the Audit Committee went through the financial statements in detail. He noted that the most important page of the report was the Independent Auditors’ Report. He explained that based on the evidence gathered, the financial statements fairly represent the financial position of the Board as of August 31, 2019. He explained that the Auditor is engaged by the Board to conduct an audit to ensure that the financial statements are prepared and reported within the Public Sector Accounting Standards (PSAB) for School Boards. The LKDSB Management Team is responsible for the preparation of the consolidated financial statements. The report is in draft form until approved by the LKDSB Board of Trustees.

Kevin Sabourin explained that the only change in reporting this year was the layout and additional information included in the Auditors report. The opinion paragraph is now at the top of the Independent Auditors’ Report. He advised that it is a clean audit with no issues identified. He outlined the Independent Auditors’ Report. He presented the Consolidated Statement of Financial Position as of August 31, 2019 and the Statement of Operations. The Consolidated Statement of Financial Position indicates that the Board is in a solid financial position. The Board is compliant by Ministry definitions.

Superintendent McKay explained that the Audit Committee is recommending that the statements be approved. Trustee Robertson advised that the members of the Audit Committee went through the statements in detail and approved them. They are recommending that the Board approve the Statements. Trustee Douglas commented on the detailed presentation at the Audit Committee Meeting.

CARRIED.

#2019-138  
Board Approved  
Accumulated Surplus  
Allocations

Moved by Ruth Ann Dodman, seconded by Greg Agar,

“That the Lambton Kent District School Board approve the accumulated surplus allocation amounts from the August 31, 2019 year end, as presented in the Accumulated Surplus attachment.”

Superintendent McKay explained that the surplus showing of \$6.2M once reconciled to Ministry requirements is only \$3.7M. The Ministry allocates surpluses to the required areas that school boards must fund. He referenced the motion passed last year to combine unappropriated surplus funds into one surplus fund. The chart in the Report B-19-100 does not reflect this but will be updated and shared with Trustees. The General Unappropriated Surplus fund is \$10,376,325. He commented on some of the items in the Available for Compliance – Internally Appropriated Surplus Funds and the Unavailable for Compliance Funds. For budgeting purposes, as per Ministry requirements, annually school boards may only pull in surplus funds equal to 1% of their budget. This is about \$2.5M based on the LKDSB budget.

On behalf of the Board, Chair Bryce expressed gratitude to Kevin Sabourin, Superintendent McKay and his team for their professionalism in preparing the audit. She thanked the members of the Audit Committee for their diligence.

CARRIED.

#2019-139  
2019/2020 Internal Audit  
Plan  
Report B-19-101

Moved by Derek Robertson, seconded by Scott McKinlay,

“That the Board approve the 2019/2020 Internal Audit Plan.”

Superintendent McKay advised that the Audit Committee members finalized their recommendation for the 2019/2020 Internal Audit Plan, at the Audit Committee Meeting on September 23, 2019. The audit recommended for the 2019/2020 school year is Social Media Strategy (Board and School). A Pricewaterhouse Coopers member will participate in the audit. Previously, Committee members thought of doing a strategic plan audit but decided against that since the Board is planning to conduct a review of the LKDSB Strategic Plan.

CARRIED.

#2019-140  
Naming of Gymnasium  
D/E at Northern Collegiate  
Institute and Vocational  
School the John Thrasher  
Gymnasium  
Report B-19-102

Moved by Greg Agar, seconded by Ruth Ann Dodman,

“That the Board name gymnasium D/E at Northern Collegiate Institute and Vocational School the John Thrasher Gymnasium.”

Superintendent Barrese explained that Section 6 of the Board’s regulations *Naming and Renaming of Board Facilities* outlines the steps that a school community must follow to rename section(s) of the school. In compliance with the regulations, Northern Collegiate Institute and Vocational School (NCIVS) formed an In-House Committee to consider naming gymnasium D/E the John Thrasher Gymnasium. Executive Council supported the request.

CARRIED.

#2019-141  
Tender Award – Chatham  
Education Centre  
Report B-19-103

Moved by Greg Agar, seconded by Derek Robertson,

“That the Board award the tender to the successful bidder, Westhoek Construction Limited for the Chatham Board Office Renovations.”

Superintendent McKay reported on the tender results for the Chatham Education Centre Office renovations. The current staff room at the Chatham Education Centre will be converted to a classroom for McNaughton Avenue Public School. The staff room will be relocated to a smaller area at the Chatham Education Centre. A sprinkler system must be installed because the Education Centre is connected to a school. The total project cost is \$907,298.59. The School Condition Improvement funding will be used for the school renovations and the Deferred Capital Contributions will be used to cover the Education Centre renovations. School boards cannot use School Condition or Renewal funding for board office renovations. They must use revenue generated from outside Ministry revenue. The LKDSB can use the CKSS solar panel revenue to fund the Education Centre portion of the project. This is how the Sarnia Education Centre renovations were funded as well. Superintendent McKay confirmed that the work will begin December 1 and be done over the holiday break. It will not impact the Board Room or the Board Meeting schedule.

CARRIED.

Director Howitt acknowledged the Superintendents and individuals who contributed to the development of the reports presented for approval.

Ontario Public School  
Boards’ Association  
(OPSBA)

Trustee Dodman reported on the November 2, 2019 Western Region OPSBA Meeting in London that included representatives from the Central Division of OPSBA. A school board self-assessment exercise was part of the program. Boards are asked to complete it by the end of the month. Trustee Dodman offered to host the next Western Region Meeting on March 28, 2020. She noted the need to gather a team to plan the day.

Chair Bryce shared OPSBA’s funding priorities/concerns that were previously shared with school boards and the Ministry. The list included Special Education and mental health supports, student transportation, capital funding for facilities,

Indigenous Education, skilled trades, technology and utility costs. OPSBA is looking for input to determine if these areas are still the focus. As well, OPSBA is looking for information about other funding areas of concern; do school boards think they will be able to balance their budgets next year; and information on how school boards gather public input as part of the budget development process. Chair Bryce explained that during the first week of December, OPSBA will send out a questionnaire to boards to find out how school boards feel about the questions. Chair Bryce advised that she shared with the other school boards that the LKDSB gathers input into the budget by presenting information at Parent Involvement Committee (PIC), Special Education Advisory Committee (SEAC) and Indigenous Liaison Committee (ILC) meetings. She advised them that this process has been more successful than holding general public meetings to obtain input.

Director Howitt advised that CODE has asked for similar feedback on the Grants for Student Needs (GSNs) to submit to the Ministry. Executive Council will be able to provide input for OPSBA when the survey is received. He explained that there was going to be a Learning Plans workshop for Trustees prior to the next Board Meeting but it will be rescheduled for January because the Safe Schools workshop had to be rescheduled to November 26.

Trustee Dodman confirmed that there is to be one response from each school board. The survey will be sent to the OPSBA Delegate and a copy to the Chair.

Special Education  
Advisory Committee  
(SEAC)  
Report B-19-104

Trustee Barnes reported on the Special Education Advisory Committee Meeting held on October 17, 2019. SEAC members heard a presentation on the results of the recent School Climate Survey. Information about department responsibilities was shared. SEAC reviewed and approved the LKDSB Annual Accessibility Report.

Indigenous Education  
Advisory Committee (ILC)  
Report B-19-105

Trustee Rising reported on the Indigenous Liaison Committee Meeting held on October 30, 2019 at Kettle and Stony Point First Nation. She noted that many of the items included in the ILC report were included in the Director's Snap Shots of Excellence. Trustee Rising reported on the meeting of the four First Nation representatives that took place just prior to the ILC Meeting. The First Nation communities are working diligently to apply for Jordan's Principle funding for students but are experiencing delays. In the interim, the First Nation Communities wanted to make sure the Board is still committed to providing education and Special Education supports to the students. Tuition paying students are students of the Board. Jordan's Principle funding is not a way to shift funding responsibilities but to fill in the gaps. All First Nation students on and off the reserve are caught in the gap. Jordan's Principle provides funding to make sure all First Nation children living in Canada can access the essential services and supports (health, social and educational) they need when they need them. Jordan's Principle has been a Federal Law since 2007. It is named in memory of Jordan River Anderson, a young boy who never got to go home from the hospital because the provincial and federal governments fought over who should pay for the services he needed to move to a special home for his medical needs.

Elementary Teacher/Board  
Communications  
Committee  
Report B-19-106

Chair Bryce reported on the Elementary Teacher/Board Communications Committee Meeting held on October 22, 2019. She attended in Trustee Dodman's place. Committee members discussed the LKDSB Attendance Support Program, report card due dates, reopening of closed classrooms, violence incident reporting and the violent incident reporting audit.

Parent Involvement  
Committee Report

Director Howitt reported on the Parent Involvement Committee Meeting held on October 29, 2019. Trustees Dodman and Rising were in attendance. He advised that the minutes from the meeting will be posted on the LKDSB website once

they are approved by the PIC members at the next meeting. He presented the LKDSB Pupil Accommodation Report to the PIC members. Director Howitt advised that he reviewed the standard questions he poses to stakeholders as part of his Entry Plan. He will be sharing the questions with PIC members to obtain further input.

PIC members provided feedback on the Board's communication process to parents/guardians related to the possible CUPE strike. The emails were timely, the email blast was effective as was the information posted on school websites and shared via social media. PIC members reviewed the PIC budget, the PRO grant funding changes, began planning their spring event, reviewed the PIC By-laws and parent application form. Jamie Tinney Rea and Tracey Machan are the PIC Co-Chairs.

Enrolment Update  
Report B-19-107

Superintendent Girardi provided an enrolment update as of October 31, 2019 – elementary 14,750, secondary 7,179 for a total enrolment of 21,929. This is approximately 200 more students than projected in June 2019. Director Howitt stated that the LKDSB still experienced a decline in enrolment from October 31, 2018 to October 31, 2019, just not as much as projected. The LKDSB is still in a declining enrolment position. Director Howitt confirmed that the Ministry reporting enrolment dates for funding purposes are October 31 and March 31.

Trustee Questions

In response to Trustee Jenkins' question about the Safe and Active Transportation grant for schools in the City of Sarnia, Director Howitt confirmed the Board's involvement and advised that the City of Sarnia applied for and received the grant. Errol Road Public School was part of the City of Sarnia's pilot project last year. Superintendent Sherman advised that the group working on the project is comprised of representatives from the City of Sarnia, local school boards, CLASS, Public Health and Sarnia Police. Errol Road Public School is involved again this year as well as Rosedale Public School and P.E. McGibbon Public School. The goal is to come up with ideas to encourage students to walk, cycle, etc. to and from school rather than being driven to school. This would help address traffic issues as well as increase student physical activity. Director Howitt confirmed that municipalities must apply for the grant so for now it applies only to the City of Sarnia.

Notice of Motion

Trustee Robertson served Notice of Motion

That the LKDSB send a formal request to the municipality of Chatham-Kent, the City of Sarnia and surrounding lower tier municipalities to review the respective Local Improvement Policy, prioritizing new sidewalk implementation in accordance with policies that promote safe routes to school.

Announcements

The next Regular Board Meeting will be held on Tuesday, November 26, 2019 at 7:00 p.m. at the Sarnia Education Centre.

The Organization Board Meeting will be held on Tuesday, December 3, 2019, 7:00 p.m. at the Sarnia Education Centre

Adjournment  
8:47 p.m.

There being no further business of the Board, Vice-Chair Campbell declared the Meeting adjourned at 8:47 p.m.

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Chair of the Board

Director of Education and  
Secretary of the Board

**REGULAR BOARD, PUBLIC SESSION  
REPORT TO BOARD**

**FROM: Derek Robertson, Trustee**

**DATE: November 26, 2019**

**SUBJECT: Municipal Local Improvement Policy**

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Trustee Robertson served Notice of Motion on November 12, 2019.

“That the Board send a formal request to the Municipality of Chatham-Kent, the City of Sarnia and surrounding lower tier municipalities to review the respective Local Improvement Policy, prioritizing new sidewalk implementation in accordance with policies that promote safe routes to school.”

**Rationale**

The purpose of the motion is to ensure the safety of all students travelling to school. Recently, I have reviewed a scenario on the north end of Chatham that presents a dilemma for students receiving bus service. Students are routinely dropped off from a southbound bus on their way home at the corner of Maryknoll and St. Clair. Students living at St. Clair Estates or off of the East side of St. Clair need to walk to the safest intersection (crosswalk) to return to their homes. Currently there is not a sidewalk between Maryknoll and Gregory to ensure their safe passage.

Understanding that under the Local Improvement Policy of the Municipality of Chatham Kent safe routes to school are specifically cited it only seems reasonable to make this request of the Municipality and further to not peer on matters on a singular basis it would be equally logical to make the same request by our Board to the City of Sarnia and surrounding areas. It is especially important to make this request now as Municipalities and local governments are about to approach annual reviews and budget deliberations.

**Recommendation:**

**“That the Board send a formal request to the Municipality of Chatham-Kent, the City of Sarnia and surrounding lower tier municipalities to review the respective Local Improvement Policy, prioritizing new sidewalk implementation in accordance with policies that promote safe routes to school.”**

## REGULAR BOARD, PUBLIC SESSION

### Report To Board

**FROM:** John Howitt, Director of Education  
Angie Barrese, Superintendent of Education – Special Education

**DATE:** November 26, 2019

**SUBJECT:** LKDSB Policy and Regulations – *Use of Guide Dog, Service Dog or Service Animal by a Student*

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The LKDSB policy and regulations on *Use of Guide Dog, Service Dog or Service Animal by a Student* have been revised to meet the new requirements of the Ministry of Education’s Policy/Program Memorandum No. 163, issued September 9, 2019. School boards must implement and make publicly available on their websites their newly developed or updated policies and procedures on student use of service animals by January 1, 2020.

The current LKDSB policy and regulations cover students, staff and community members. PPM 163 requires the LKDSB to update the documents and have separate policies and regulations for students.

The LKDSB currently has a separate administrative procedure for students and one for staff. The revised administrative procedure for students is included for your information. It is in draft form and will be finalized following a Ministry webinar on November 28, 2019.

Administration will revise the policy and regulations for staff and community members and bring them to the Board for approval. The January 1, 2020 due date applies only to students.

### **RECOMMENDATION:**

**“That the Board approve the revised policy and regulations on *Use of Guide Dog, Service Dog or Service Animal by a Student.*”**



**POLICY**

**SUBJECT: Use of Guide Dog, Service Dog or Service Animal by a Student**

It is the policy of the Lambton Kent District School Board to provide services for students that respect the student's dignity, integration, independence and disability-related learning needs and to provide the accommodations available to enable meaningful access to education including the use of Guide Dog, Service Dog or Service Animal by a student.

**DRAFT**

Implementation Date: April 24, 2012  
Reviewed: November 10, 2015  
Revised:

Reference: LKDSB Policy and Administrative Procedures  
Human Rights Code, RSO 1990, c.H.19  
Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11  
PPM 163 School Board Policies on Service Animals  
Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11  
Blind Persons' Rights Act, RSO 1990, c.B7,  
Dog Owners' Liability Act, RSO 1990, c.D16  
Health Protection and Promotion Act, RSO 1990, c.H7  
Food Safety and Quality Act 2001



**DRAFT**

## REGULATIONS

**SUBJECT: Use of Guide Dog, Service Dog or Service Animal by a Student**

1. The Lambton Kent District School Board (LKDSB) utilizes a variety of placements, differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning.
2. Parents, guardians or adult students when considering the purchase of a Guide Dog, Service Dog or Service Animal shall meet with the school principal before making a commitment.
3. Parents, guardians or adult students shall follow the process identified in the corresponding LKDSB Administrative Procedure to apply to have a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending a LKDSB school or a school-related event.
4. The LKDSB approval process shall consider:
  - o the right of the student requesting the accommodation,
  - o the competing human rights of other students and staff;
  - o the impact on the learning environment;
  - o the health and safety of others.
5. The LKDSB requires applicants to provide all applicable documentation as outlined in the corresponding LKDSB Administrative Procedure including valid insurance covering the Guide Dog, Service Dog or Service Animal.
6. The LKDSB does not provide Guide Dogs, Service Dogs or Service Animals to students.
7. The LKDSB will communicate with school communities when the use of a service animal is being considered and when it has been approved.
8. The LKDSB shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals as outlined in the corresponding Administrative Procedure.

Implementation Date: April 24, 2012

Reviewed: November 10, 2015

Revised:

Reference: LKDSB Policy and Administrative Procedures  
Human Rights Code, RSO 1990, c.H.19  
Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11  
PPM 163 School Board Policies on Service Animals  
Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11  
Blind Persons' Rights Act, RSO 1990, c.B7,  
Dog Owners' Liability Act, RSO 1990, c.D16  
Health Protection and Promotion Act, RSO 1990, c.H7  
Food Safety and Quality Act 2001

**DRAFT**

# ADMINISTRATIVE PROCEDURES

**SUBJECT: Use of Guide Dog, Service Dog or Service Animal by a Student**

## RATIONALE

In circumstances where a parent/guardian or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the Lambton Kent District School Board considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.

The process of accommodation approval shall also consider:

- a. The rights of the student requesting the accommodation;
- b. the competing human rights of other students and of staff;
- c. the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and
- d. the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.

## BACKGROUND – SERVICE ANIMALS

Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (Guide Dog, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).

In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student Handler with greater independence, dignity and opportunity for integration.

The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act (AODA)*, to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. A school is not a public space and is not generally accessible to the public. The AODA does *not* apply to a student's use of a Service Dog or Service Animal when accessing education services in school buildings.

- a. Pursuant to the *Code* it is possible that a Service Animal might include different species that provide a therapeutic function, emotional support, sensory function, companionship and/or comfort.
- b. The determination of whether the animal is an appropriate accommodation in the school setting to accommodate a demonstrated disability-related learning need is a decision of the School Board.
  - Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.

Due to risks to safety, and risks of disruption and distraction in the learning environment, the LKDSB does **not** permit training of potential guide dogs and service dogs in the school setting or during school activities.

**DRAFT**

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**DEFINITIONS**

For the purpose of this Procedure the following definitions apply:

**Accredited training organization** is a guide dog or service dog trainer that is accredited by:

- International Guide Dog Federation (“IGDF”): which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or
- Assistance Dogs International (“ADI”): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations; or
- A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).

**Adult student** shall be defined to mean a student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent/guardian.

**Disability** means,

- 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](#);

**Guide Dog** means a dog trained as a guide for a blind person and having the qualifications prescribed by the Regulations pursuant to the Blind Persons’ Rights Act;

**Handler** refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog or Service Dog and in most cases will be the student for whom the Guide Dog or Service Dog is provided;

**Parent/Guardian** shall be defined to mean a custodial parent of the student or a guardian pursuant to the Education Act;

**Service Dog** means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

**Service Animal**, for the purpose of this Procedure, includes a therapy dog, companion animal, comfort animal and emotional support animal and includes a dog or other domesticated animal that may legally reside in an urban residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional support (and/or companionship, calming influence) for a student with a disability-related mental health and/or psychological need and/or comfort during a difficult period.

## **ROLES AND RESPONSIBILITIES**

### **Principals**

1. Principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.
  1. The principal has authority to exclude any animal, including Guide Dog, Service Dogs and Service Animals, from entry onto school premises and school building(s), as an accommodation for a student, provided that the student is offered appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.
2. Principals, before admitting a Guide Dog or Service Dog into the school or on school related activities with the student Handler, shall require a parent/guardian/adult student to submit a completed application, included in Appendix A of the Procedure.
3. Before admitting a Service Animal, the school principal shall require the parent/guardian/adult student to submit a completed application, included in Appendix B of the Procedure.
4. On receipt of an application for a Guide Dog, Service Dog or Service Animal, the principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.
5. Inform the Superintendent of Special Education and System Coordinator of Special Education upon receipt of any parental/guardian/adult student requests, prior to approval.
6. The principal shall be responsible for communication with the parent/guardian or adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.

### **Parents/Guardians/Adult Students**

1. Parents/Guardians or Adult Students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog, Service Dog or Service Animal accompany the student at school and/or on school-related activities. The parent/guardian or adult student shall be responsible for:
  - a. submission of Appendix A or B;
  - b. all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
  - c. obtaining training and maintaining the Guide Dog, Service Dog or Service Animal training to provide the accommodation in a safe manner that does not disrupt student learning;
  - d. providing confirmation of municipal license for the dog (to be updated annually),

- e. providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;
- f. diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the LKDSB) with a recommendation for the use of a Guide Dog, Service Dog or Service Animal;
- g. a description of the services provided by the Guide Dog, Service Dog or Service Animal to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
- h. a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the dog is an adult; identifying the age and breed; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; and is in good health to assist the student (to be updated annually);
- i. general liability insurance in the amount of \$2 Million providing coverage in the event of an injury or death as a result of the Guide Dog, Service Dog or Service Animal's attendance on school property or on a school-related activity (to be updated annually) and to cover the theft, loss or injury of the Guide Dog, Service Dog or Service Animal. – OSBIE to confirm wording

### **Students**

Students will be expected to act as the Guide Dog or Service Dog's primary Handler. The student Handler must:

- a. demonstrate the ability to control the Guide Dog or Service Dog in accordance with the training received;
- b. ensure that the Guide Dog or Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.
- c. ensure the Guide Dog or Service Dog does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
- d. ensure that the Guide Dog / Service Dog's biological needs are addressed;
- e. transition and maintain at all times the Guide Dog/Service Dog on a leash, harness, mat and/or crate;
- f. comply with an accommodation plan that addresses the competing rights and health and safety of others.

### **Guide Dog/Service Dog**

The Guide Dog/Service Dog shall:

- a. be a highly trained and certified by Accredited Training Organization;
  - o will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required;
- b. be groomed and clean;
- c. at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- d. *not* engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
  - o such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
  - o any such behaviour is grounds to prohibit the Guide Dog/Service Dog's attendance on school property and in the school building,
- e. have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;
- f. demonstrate continuous appropriate behaviour with its Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

**ASSESSMENT OF THE ACCOMMODATION REQUEST**

1. Once the application and all necessary documentation is received by the school principal, a review will take place by the Board team supporting the student and a meeting shall be scheduled to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe.
2. A meeting with the School Team (including Principal, Resource Teacher, Classroom Teacher and other staff, as appropriate) supporting the student, the parent/guardian/adult student and student (as appropriate), may be scheduled to review the request for accommodation documentation from the health practitioner recommending the Guide Dog, Service Dog or Service Animal for the student, the trainer of the Guide Dog, Service Dog or Service Animal and of the Handler, and any other documentation which may contribute to the accommodation process.
3. Each request for a Guide Dog, Service Dog or Service Animal will be addressed on an individual basis, considering:
  - a. the individual learning strengths and needs of the student, the student's Individual Education Plan (IEP) goals, safety plan, behaviour plan and/or student's medical plan of care (if any);
    - o supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
  - b. evidence of how the Guide Dog, Service Dog or Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;
  - c. assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog, Service Dog or Service Animal;
  - d. the training and certification of the Guide Dog or Service Dog and student as Handler;
  - e. the impact of the accommodation on the student's dignity, integration and independence;
  - f. whether one or more alternative accommodations can meet the needs of the student;
  - g. whether the student's attendance with a Guide Dog, Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
  - h. whether training will be required for staff and/or the student;
  - i. the impact of the accommodation on the learning environment for the student, other students, including: health, safety, known allergies, disruption and distraction;
  - j. any competing human rights of students, staff, and community members using the school pursuant to a permit;
    - o recommendations for accommodation plans to reconcile competing rights.
4. The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy regarding their disability and specific learning needs and/or needs of daily living.
5. Where the student is not the primary Handler, school staff will be trained, at the owner's expense, as the Handler(s) and accompany the dog at all times when it is present with the student. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship, including consideration of the resources required, alternative accommodations that might meet the student's demonstrated disability-related learning needs and the impact on the staff and other students.
6. Service Animals shall only be considered when reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. Parents/guardians/adult students must complete an application for a Service Animal included in Appendix B. A Principal's Checklist for student use of a Service Animal is included in Appendix C. The accommodation process following a request by a parent/guardian/adult student for a Service Animal shall be consistent with the process noted above, but shall also include any special considerations that may arise if an animal is a species other than a dog, including the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation.

7. A service animal may be excluded if it is a breed that is prohibited by law. An example would be the Ontario Dog Owners' Liability Act which places restrictions on pit bull terriers.
8. The determination with respect to the application for a Guide Dog, Service Dog or Service Animal shall be communicated to the parent/guardian/adult student in writing in accordance with Appendix D.
9. When students with an approved Guide Dog, Service Dog or Service Animal move to another LKDSB school, the receiving principal will contact the Superintendent of Education – Special Education to facilitate the transfer process.
10. Should an application request be denied, the principal shall consult with the Superintendent of Education, Special Education, prior to completing Appendix D.
11. Should an application request be denied, the applicant may request a review of the application request and documentation. The Superintendent of Education - Special Education shall make the final determination about the approval.

### IMPLEMENTING THE ACCOMMODATION

1. Where approval is granted, the principal in consultation with the student's educational team, will do the following:
  - a. make changes to the student's IEP goals and/or student's medical plan of care;
    - o may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
  - b. organize an orientation session for school staff, students and the student Handler;
  - c. develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;
    - o access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the *Health Protection and Promotion Act* or the *Food Safety and Quality Act 2001*, which prohibit Service Animals from being in places where food is prepared, processed or handled.
    - o assessment may be required by the School Board's health and safety officer health and safety issues applicable to different areas/activities in the school;
  - d. develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
  - e. notice to the community via a letter to parents/guardians; posting on the school's website or social media; presentation by the trainer of the Guide Dog, Service Dog or Service Animal during a school council meeting or association supporting the use of the Service Animal; signage on the school's front door, gymnasium and library doors; communication to potential occasional staff accepting a position where the Guide Dog, Service Dog or Service Animal may be providing service to the student;
  - f. student assembly for introduction and orientation regarding the Guide Dog, Service Dog or Service Animal;
  - g. where a student supported by a Guide Dog, Service Dog or Service Animal, whose parent/guardian is the Handler, seeks only to attend a school excursion with the Guide Dog, Service Dog or Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog, Service Dog or Service Animal and parent/guardian as the Handler.
  - h. arrangements for transportation of the Guide Dog, Service Dog or Service Animal to and from school, if necessary;
    - o If the Guide Dog, Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights, the transportation plan must specify where the Guide Dog, Service Dog or Service Animal and student will be located; the vehicle shall have a sticker or sign identifying the presence of a Guide Dog, Service Dog or Service Animal is on board;
    - o Documentation about the Guide Dog, Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog, Service Dog's or Service Animal's presence.

- Specialized transportation shall *not* be provided solely for the purpose enabling the Guide Dog, Service Dog or Service Animal to travel to and from school with the student.
- Inquiries may need to be made regarding competing rights and transportation arrangements.

### CONTINUOUS ASSESSMENT

1. A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the student's learning goals shall be undertaken after the initial first month, cyclically as part of each review of the student's IEP, and/or in the event of a Violent Incident Report, and as otherwise deemed necessary by the principal.
2. If the principal determines that the Guide Dog, Service Dog or Service Animal is a necessary accommodation for the student, the parent/guardian/adult student shall complete Appendix A annually.
3. Approval may be revoked at any time by the principal if:
  - there are any concerns for the health and safety of students, staff or the Guide Dog, Service Dog or Service Animal;
  - there is behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog, Service Dog or Service Animal from the classroom immediately and the student's parent/guardian will be called to pick up the Guide Dog, Service Dog or Service Animal from the school. Alternative options for accommodation will be discussed.
  - there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of students/staff such that there is a new competing right;
  - the LKDSB in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

### RECORDS

1. A copy of the application and confirmation of approval, as well as any other relevant documents supporting the accommodation shall be retained in the student's Ontario Student Record.
2. The LKDSB shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent/guardian/adult student. Efforts should be made to limit the personal information to only that which is necessary.
3. The LKDSB is required pursuant to PPM 163 School Board Policies on Service Animals to collect information regarding the implementation of the policy and procedure regarding Guide Dogs, Service Dogs and Service Animals, including.
  - a. Total number of requests for students to be accompanied by Guide Dog, Service Dogs or Service Animals;
    1. Whether requests are for elementary or secondary school students;
    2. The student's grade;
    3. Whether the student is the Handler;
  - b. The number of requests approved and denied;
    1. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
    2. Species of Service Animals requested and approved; and
    3. Types of needs being supported: emotional, social, psychological, physical.

### FOOD AREAS

1. Regulation 493/17, of Ontario's Health Protection and Promotion Act, allows Guide Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.
2. No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

## **APPENDICES**

Appendix A: Application Request for Guide Dog or Service Dog

Appendix B: Application Request for Service Animal

Appendix C: Principal's Checklist

Appendix D: Sample Letter to Employees & School Permit Holders

Appendix E: Sample Letter to the School Community

Appendix F: Sample Letter to the Parents/Guardians of Students on the School Bus

Appendix G: Sample Letter to the Parents/Guardians of Students in the Class(es)

Appendix H: Sample Letter Approving the Guide Dog, Service Dog or Service Animal

Appendix I: Sample Letter Denying the Guide Dog, Service Dog or Service Animal

Implementation Date: May 2012

Revised: November 18, 2019

References: LKDSB Policy and Administrative Procedures  
Human Rights Code, RSO 1990, c.H.19  
Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11  
PPM 163 School Board Policies on Service Animals  
Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11  
Blind Persons' Rights Act, RSO 1990, c.B7,  
Dog Owners' Liability Act, RSO 1990, c.D16  
Health Protection and Promotion Act, RSO 1990, c.H7  
Food Safety and Quality Act 2001



**APPENDIX A**

**Application for Guide Dog or Service Dog**

This Form is to be submitted to the School Principal.

School: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Address & Home / Cell Telephone Number: \_\_\_\_\_

**Disability-Related Needs to be Accommodated by Guide Dog / Service Dog**

- Attach a copy of the assessment report from a registered pediatrician, psychologist, psychiatrist, optometrist or audiologist containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Guide Dog/ Service Dog will provide accommodation in a school setting.

**Municipal License**

- Attach a copy of the municipal license, not more than 12 months old; confirmation to be updated annually.

**Veterinary Certificate**

- Attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
  - the breed of dog, age of dog and that the dog is an adult;
  - the dog does not have a disease or illness that might pose a risk to humans;
  - the dog has received all required vaccinations;
  - the dog is in good health to assist the student

**Certificate of Training**

Attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Dog's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the '*USE OF GUIDE DOG, SERVICE DOG OR SERVICE ANIMAL BY A STUDENT*' Administrative Procedure Number A-SE-314.

- A letter confirming that the trainer will attend a School Council Meeting to provide a presentation and respond to questions from the school community.
- Attach a copy of the certificate, not more than 6 months old, confirming the student Handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the '*USE OF GUIDE DOG, SERVICE DOG OR SERVICE ANIMAL BY A STUDENT*' Administrative Procedure Number A-SE-314.

**Student NOT the Handler**

Where the student is not the Handler, describe below what, if any, responsibilities the student is capable of performing independently and the responsibilities you wish to have assumed by a school staff member.

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**Insurance**

Pursuant to *Dog Owners' Liability Act*, RSO 1990, c.D16, the owner of a dog is responsible for any injury or death caused by the dog.

- Attach a certificate of general liability insurance in the amount of \$2 Million providing coverage in the event of an injury or death as a result of the Guide Dog / Service Dog's attendance on school property or on a school-related activity (to be updated annually).

Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.

- Further info from OSBIE re insurance to be added

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Signature

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Date



## APPENDIX B

### Application for Service Animal

This form is to be submitted to the School Principal

School: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Address & Home / Cell Telephone Number: \_\_\_\_\_

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#### Disability-Related Needs to be Accommodated by Service Animal

- Please attached a copy of the assessment report from a registered pediatrician, psychologist or psychiatrist, containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

#### Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
  - the species of animal, age and confirmation that the animal is an adult;
  - the animal does not have a disease or illness that might pose a risk to humans or dogs;
  - the animal has received all required vaccinations; and
  - the animal is in good health to assist the student.

#### Information regarding Animal

- Describe in detail the tasks or services performed by the animal;
- Identify the oral commands or visual signs to which the animal responds;
- Attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour, does not exhibit aggression;
- Identify whether the animal will be on a leash/harness or in a crate;
- Describe the biological needs of the animal;

#### Student

- Can the student independently manage the animal?
- Describe in detail where, when and how the student currently utilizes the animal's services in public spaces for accommodation purposes.
- Please describe below what, if any, responsibilities the student is capable of performing independently.
- Please describe below the responsibilities you wish to have assumed by a school staff member.

#### Insurance

A parent must provide an insurance certificate identifying that Board as an insured in the event that the animal causes damage to the school or its contents or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.

Add OSBIE



## APPENDIX C

### Principal's Checklist for Guide Dog, Service Dog or Service Animal

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_

#### Application Requirements for Guide Dog / Service Dog /Service Animal

- Assessment report with diagnosis and accommodation to be provided
- Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- Copy of municipal license [within 12 months]
- Veterinary certificate [within 3 months]
- Certificate of training or attestation for Guide Dog / Service Dog /Service Animal[within 6 months]
- Certificate of training or attestation for student Handler [within 6 months]
- Letter of confirmation that the trainer will present to School Council
- Certificate of insurance [within 3 months] or Letter from the registered charity which owns the dog
- Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity
- Assessment by Health and Safety Officer

#### Implementation Requirements

- Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom etc.)
- Timetable identifying bio breaks, when accompanying student, when in crate
- Emergency procedures (fire exit plan, lockdown plan, evacuation plan)
- Letter to parents that Guide Dog/Service Dog /Service Animal will be accompanying student
- Information session during to school council meeting
- Notification to school community that Guide Dog/Service Dog /Service Animal will be accompanying student
- Signage for front door, gymnasium door and library door advising of Guide Dog / Service Dog /Service Animal
- Transportation plan (if required)
- Orientation for school staff and students
- Training for staff member acting as Handler (if required)
- Review of effectiveness of accommodation of Guide Dog, Service Dog/Service Animal for assessment of effectiveness (to be reviewed with IEP)

Completed By: \_\_\_\_\_ Date: \_\_\_\_\_



## **APPENDIX D**

### **Sample Letter to Employees & School Permit Holders**

[Date]

To Employees and Permit Holders:

This letter is to advise that the school is in the process of planning for a Guide Dog/Service Dog/Service Animal to attend [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog/Service Dog/Service Animal is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

A specific timetable will be created, which identifies where and when the Guide Dog/Service Dog/Service Animal will be at during different periods of the school day and will be communicated to you.

We respect the needs of all staff and the community partners in providing a safe and inclusive workplace and environment. Please inform the principal if you have any specific concerns regarding the presence of a Guide Dog/Service Dog/Service Animal in the school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal



## **Appendix E**

### **Sample Letter to the School Community**

[Date]

Dear Parents/Guardians:

This letter is to advise that a Guide Dog/Service Dog/Service Animal will be attending [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog/Service Dog/Service Animal is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

An information session has been scheduled to take place following the school council meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of Guide Dogs / Service Dogs.

An orientation session will be provided for all students, to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog/Service Dog/Service Animal will be integrated into the school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please inform the principal if you have any specific concerns regarding the presence of a Guide Dog/Service Dog/Service Animal in the school.

Thank you for your on-going support.

Sincerely,

Principal



## **Appendix F**

### **Sample Letter to the Parents of Students on School Bus**

[Date]

Dear Parents/Guardians:

On [date] the school forwarded a letter home to all parents/guardians advising that a Guide Dog/Service Dog/Service Animal would be introduced to our school community.

This letter is to advise that a Guide Dog/Service Dog/Service Animal will be riding with a student to and from school to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog/Service Dog/Service Animal and student will be assigned a specific seating area on the bus, and the Guide Dog/Service Dog/Service Animal is trained not to be disruptive while riding on school transportation. It will be identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs as working animals, not pets, and to identify how the Guide Dog/Service Dog/Service Animal will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive services for education. Please inform the principal if you have any specific concerns regarding the presence of a Guide Dog/Service Dog/Service Animal on the bus.

Thank you for your on-going support.

Sincerely,

Principal



## **Appendix G**

### **Sample Letter to the Parents of Students in Class(es)**

[Date]

Dear Parents/Guardians:

On [date] the school forwarded a letter home to all parents advising that a Guide Dog/Service Dog/Service Animal would be introduced to our school community.

This letter is to advise that a Guide Dog/Service Dog/Service Animal will be attending [school] with a student in your child's class / [insert course] in order to accommodate the student's needs pursuant to the *Human Right Code* beginning [insert date].

The Guide Dog/Service Dog/Service Animal is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

Your child has participated in an orientation session to explain the role of Guide Dog/Service Dog/Service Animal as working animals, not pets, and to identify how the Guide Dog/Service Dog/Service Animal will be integrated into our school community.

If you have any questions or concerns, please do not hesitate to contact your child's teacher or myself.

Thank you for your on-going support.

Sincerely,

Principal



## **Appendix H**

### **Sample Letter Decision Letter Approving Guide Dog/Service Dog/Service Animal / Service Animal**

[Date]

Dear Parent/Guardian/ Adult Student:

A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the student's learning goals shall be undertaken after the initial first month, cyclically as part of each review of the student's IEP and/or in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.

It is your responsibility to meet the Roles and Responsibilities as outlined the LKDSB Administrative Procedure *Use of Guide Dog, Service Dog or Service Animal by a Student*.

If it is determined that the Guide Dog/Service Dog/Service Animal is a necessary accommodation for your child, you will be required to complete Appendix A of the LKDSB Administrative Procedure *Use of Guide Dog, Service Dog or Service Animal by a Student* annually.

If concerns arise regarding the integration of the Guide Dog/Service Dog/Service Animal into the school community and you/your child's class(es), a meeting will be scheduled to review how the issues might be resolved. In the event that the Guide Dog/Service Dog/Service Animal engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you, your child or the Handler will be required to remove the Guide Dog/Service Dog/Service Animal from the classroom immediately and you will be required to arrange for the Guide Dog/ Service Dog to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Thank you for your application. We are looking forward to continuing our partnership with you to foster success for your child.

Sincerely,

Principal



## **Appendix I**

### **Sample Letter Decision Letter Declining Guide Dog/Service Dog, Service Animal or Service Animal**

[Date]

Dear Parent / Guardians/ Adult Student:

I am writing to communicate the decision regarding your request that your child attend school with a Guide Dog/Service Dog/Service Animal has been denied.

It has been determined that your child is not able to perform the responsibilities of a Handler [and/or the Guide Dog/Service Dog/Service Animal is not trained and may be disruptive or a distraction in the school environment], and reasonable alternative accommodations that respect your child's dignity, encourage independence and facilitate integration are available to support your child's learning needs and access to meaningful educational services.

If you wish to discuss the alternative accommodation measures available to support your child while at school, please contact me to arrange for a meeting.

Should you wish a review of your application request please contact the Superintendent of Education - Special Education.

Sincerely,

Principal

**REGULAR BOARD, PUBLIC SESSION**

**MEMORANDUM TO: John Howitt, Director of Education**

**FROM: Gary Girardi, Superintendent of Education**

**DATE: November 12, 2019**

**SUBJECT: 2018/2019 Annual Accessibility Report for the Lambton Kent District School Board**

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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 standards for accessibility 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.

Attached is the 2018/2019 Annual Accessibility Report for the Board. This report describes the measures that the Lambton Kent District School Board has taken in the past and measures that have been taken during the 2018/2019 school year to identify barriers and enhance accessibility for individuals who work, learn and participate in the School Board community and environment.

The LKDSB Annual Accessibility Plan has been reviewed by the members of the LKDSB Special Education Advisory Committee.

**RECOMMENDATION:**

**“That the Board approve the LKDSB 2018/2019 Annual Accessibility Report.”**



**Lambton Kent  
District School Board**

# **Annual Accessibility Report**

**September 2018 – August 2019**

**Prepared by the  
Lambton Kent District School Board Accessibility Committee**

This publication is available on the  
Lambton Kent District School Board's website [www.lkdsb.net](http://www.lkdsb.net) and is  
available in Accessible Alternative Formats upon request.

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## **Aim**

This report describes the measures that the Lambton Kent District School Board has taken in the past and measures that have been taken to identify barriers and enhance accessibility for individuals who work, learn and participate in our LKDSB community.

### **1.0 Description of the Lambton Kent District School Board**

The Lambton Kent District School Board provides educational services to more than 21,000 students in 51 elementary and 12 secondary schools. Lambton County and Kent County is made up of numerous small towns and communities situated in Southwestern Ontario, a geographic area surrounded by the Great Lakes.

We have municipal offices in the two main centers in our district: The Municipality of Chatham-Kent ([www.chatham-kent.ca](http://www.chatham-kent.ca)) and the City of Sarnia ([www.sarnia.com](http://www.sarnia.com))

### **Vision Statement**

Our Students - Shaping Our World

### **Mission Statement**

Fostering Success for Every Student Every Day

### **Belief Statement**

- ✓ Public education is an investment in the future of all peoples 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.

## **2.0 Accessibility Committee Members**

<b>Committee Member</b>	<b>Department</b>
Sandi Cook	Elementary Principal
Mark Houghton	System Coordinator of Safe Schools
Trish Johnston	Executive Assistant and Communications Officer
Patty Knott	Coordinator of Application Services
Don Masse	Coordinator of Sites and Design
Jim Morton	System Coordinator of Secondary Program
Angie Moule	Special Education Coordinator (Elementary)
Kent Orr	Student Transportation Services, CLASS
Sandra Perkins	System Coordinator of Special Education
Andy Scheibli	Manager of Plant and Maintenance
Jim Stewart	Secondary Principal
Heather Touzin	Special Education Coordinator (Secondary)

The Accessibility Committee holds meetings as required. A particular focus will be on the proposed development of an education standard under the AODA.

## **3.0 Measures in Place**

The Lambton Kent District School Board practices the principles of inclusion and barrier free accessibility within our school community.

#### **4.0 Barrier-Identification Methodologies**

<b>Methodology</b>	<b>Description</b>	<b>Status</b>
Discussions with Stakeholders regarding Accessibility Issues or Concerns	Human Resources, Information Technology, Building Services, Senior Management, Principals, Staff Members, Transportation, Special Education, Parents, Guardians, and School Community	Ongoing
Removal of Physical Barriers	Annual survey of all LKDSB buildings to identify future capital projects and accessibility opportunities	Ongoing
Information and feedback from all employees and school communities	Each school will be asked to review and make available the Annual Accessibility Plan.	Ongoing
Accessibility Committee Meetings	Staff and community input into identification and removal of barriers	Ongoing
Special Education Advisory Committee	Review the annual Accessibility Plan for information and feedback.	Annually
Liaison with provincial associations, professional bodies, school boards, public sector agencies	Sharing of information, sharing of successful practices.	Ongoing

#### **5.0 Barriers Identified**

The Accessibility Committee has identified various barriers which are grouped into the following:

Architectural; Attitudinal; Built Environment; Informational; Learning; Physical; Policy/Practice; Technological; and Transportation.

Some examples of facility related barriers are identified in the following chart. When possible or when completing major renovations or constructing new facilities, the Board will be compliant with the Ontario Building Code to remove identified barriers.

<b>Barrier Type</b>	<b>Barrier Description</b>	<b>Strategy for Removal/Prevention</b>
Physical	Appropriate parking areas and drop-off areas not provided.	Provide appropriate locations at all sites.
Physical	Appropriate signage.	Provide appropriate signage at all sites.
Physical	Access from parking to main entrance not barrier-free.	Provide appropriate access at all sites.
Physical	Main entrance not accessible.	Provide appropriate ramp and handrail with controls.
Physical	Inadequate illumination on walks and entrances.	Upgrade existing lighting on all parking/entrances.
Physical	Exterior doors heavy and difficult to open.	Provide power door openers where appropriate.
Physical	Interior doors in corridors often heavy and difficult to access.	Provide hold-open devices in areas required, provide in all new spaces.
Physical/architectural	Height of counters does not accommodate wheelchair.	Modify in key areas as required; design all new installations at appropriate height.
Physical/architectural	Washrooms for special needs.	Provide in areas as required; design all new facilities with appropriate sized spaces.
Physical/architectural	Hardware design not appropriate.	Change to lever where required, in all renovations install lever handles as required.
Physical/architectural	Drinking fountains too high to access controls.	Replace where required, all new to be accessible.
Physical/architectural	Shelves/millwork too high.	Adjust as required.
Physical/architectural	Emergency Signal Devices (horn/strobes).	To be installed in all new facilities as per Building Code Standards.

## **6.0 Ongoing Initiatives**

- Accessibility Awareness Training
- Commitment by Senior Administration
- Use of Technology

## **6.1 Special Education**

The Lambton-Kent District School Board (LKDSB), through its Special Education Department, has addressed access for students with disabilities through modifications and accommodations of programs and services. The Special Education 2018 Report is available on the LKDSB website.

Attitudinal learning and policy/practice barriers for people with disabilities will be addressed on an ongoing basis through staff and student in-service, and by examining policies and procedures for impediments to accessibility.

Initiatives to date have included:

1. Participation in the development of the Board's Multi-Year Plan.
2. The use of the Philosophy of Special Education to make decisions for and about students with special needs.
3. Continued access to Assistive Technology/Educational Technology and adaptive technology (i.e. Special Education Amount (SEA) funding) to gain access to FM systems, assistive and adaptive technology, improved access to trial equipment/software, installation, training and maintenance of SEA adaptive technology, development of SEA Manual, access to SEA System Learning Resource Teacher, implementation of more stringent SEA procedures, increased access to Assistive Technology and computers in special education classrooms). Additional staff were seconded to assist with the implementation of technology in the classroom.
4. Professional development and improved programs and services which increase awareness and accessibility for students with special needs. The following areas were the focus of initiatives during the 2018 – 2019 school year:

### Educational Assistant and Tutor Escort Professional Development Day:

In 2018-2019 the training offerings were CUPE-wide and included the following opportunities:

- Cannabis
- Mindfulness
- Keynote – Gary Direnfeld → Trouble at School and the Need for “We”

- Self-Defense
- Trauma

Regular Staff Training Initiatives, After-School, & Other Workshops with a Special Education Focus:

- SafeTALK
- Trauma-informed Schools
- Passion Projects
- Mental Health First Aid
- Applied Suicide Intervention Strategies Training (ASIST)
- Hear Here!
- Differentiated Instruction for Enrichment Students
- ABA Training
- Behavioural Management Systems Training (BMST)
- BMST Refresher Course
- BMST Master Trainer Training
- BMS Module - Autism Supports Program
- Functions of Behaviour
- Universal Supports in the Classroom
- Fetal Alcohol Spectrum Disorder (FASD) workshops
- Indigenous Culture Competency
- New to Special Education Resource Training
- Multi-Disciplinary Team Meetings
- Connections for Students
- Structured Learning
- eLearning Modules on ADHD, Anxiety, Mood Disorders, Mentally Well Classrooms, Prevalent Medical Conditions
- Hearing Awareness Training for Classroom Teachers of Deaf and Hard-of-Hearing Students
- Assistive Technology
  - Using Read/Write for Google in the Classroom
  - Integrating Assistive Technology into Everyday Learning

New Teacher Induction Program (NTIP):

- What to Do When Kids Say “No”!
- Setting Up Your Classroom for Success
- Google Read & Write
- Grass-roots focus on the Special Education Program  
*\*\* See Appendix C for Acronyms \*\**

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5. The Lambton-Kent District School Board Special Education Advisory Committee meets to review supports for students, including those transitioning to post-secondary institutions or other pathways. The Committee takes advantage of networking opportunities with partner organizations to gather and share information.
6. An IEP Audit will be conducted in the 2019-2020 school year to ensure support for specific students.
7. Ongoing training on the use of IEPs to support effective, efficient development of IEPs and facilitate the IPRC process.
8. Safety Audits are conducted, as needed.

In addition, the LKDSB participates in many multi-agency collaborative partnerships to support students with special needs. The Board has collaborative partnership agreements with outside agencies to assist students with special needs,

A Multidisciplinary Student Support Team meets regularly to review the needs of students in need of behavioural supports. The Team also meets and holds case conferences to discuss referrals to central programs and to problem-solve.

The LKDSB is a member of the Provincial and Regional Committee for Autism Supports for Students.

Translation software is available through Google Read and Write. As well, English as Second Language (ESL) teachers and English Language Learner (ELL) teachers are employed by the LKDSB. The Board ensured that there was increased access to specialized Lexia support software for target populations.

The Board operates a Transitions classroom which is a partnership of several organizations (i.e. Children's Aid, Probation, school board, etc.) with supports put into place to help the students access treatment and connect with the community so they can be successful. The Board also operates two Intensive Services classrooms.

The LKDSB continues to be heavily involved in the Special Needs Strategy, which is designed to increase accessibility to services for all students with special needs. Those involved from various organizations/agencies are developing a child-centred, family focused process that will take in the full range of services available in the community. The areas of focus are *Coordinated Service Planning*, and *Integrated Rehabilitation Services*.

## 6.2 Other

	<b>Barrier &amp; Barrier Type</b>	<b>Strategies for Removal/ Prevention</b>	<b>Timing</b>	<b>Responsibility</b>	<b>Applies to</b>	<b>Status</b>
1.	Access of individuals from other cultures or those with unique learning needs.	Liaise with community partners to provide translators and interpreters when required.	Access translation software, assess language learning software as required.	School Administration	Public, Employees Parents and Guardians	On-going

If an employee encounters a barrier in the workplace, contact should be made with their supervisor.

## 6.3 Information Technology

	<b>Barrier &amp; Barrier Type</b>	<b>Strategies for Removal/ Prevention</b>	<b>Responsibility</b>	<b>Applies to</b>	<b>Status</b>
1.	Unique barriers as identified by speech-language and psychology professionals	Install and maintain SEA adaptive technology.  Training for SEA adaptive technology.	Information Technology Services.	Students  Students and Staff	Ongoing
2.	Internet and Wi-fi Infrastructure	IT Infrastructure Strategic Plan has made technology accessible	Information Technology Services, Senior Administration	Students, Staff, School Community	Ongoing
3.	Ensure new websites and intranet conform to accessibility standards	Training is done to assist new staff become familiar with accessibility features. Continue working with schools to building templates for their newsletter and calendar files.	Web Technologist	Staff	Ongoing

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## 7.0 Barriers Identified

	<b>Barrier &amp; Barrier Type</b>	<b>Strategies for Removal/ Prevention</b>	<b>Responsibility</b>	<b>Applies to</b>	<b>Status</b>
1.	Access to Mental Health services (attitudinal/ policy practice)	Developing collaborative partnerships with third party service providers. Mental Health Lead will help develop community protocols.	Student Support Services, Central Office Staff	Students Staff Parents Community Partners.	Ongoing
2.	Access to assistive/ educational technology for Special Education students (informational /learning technological)	Access to technology opens the world to a student. Technology may be utilized for research, collaboration, organization, creativity, communication, and independence. It allows students to communicate with experts around the world, access information from a variety of sources and express their learning in unique ways.	Student Support Services, Special Education Specialized Staff, Principals, School Staff.	Students Staff	Ongoing, enhanced access in Special Education classrooms.
3	Access to assistive/ educational technology for all students (informational /learning technological)	Access to technology opens the world to a student. Technology may be utilized for research, collaboration, organization, creativity, communication, and independence. It allows students to communicate with experts around the world, access information from a variety of sources and express their learning in unique ways.	Senior Administration and Information Technology Department, Principals, School Staff	Staff, Students, Community members  See LKDSB Website for information on the TELP Project.	Ongoing

## **8.0 Professional Development**

The Accessibility for Ontarians with Disabilities Act is intended to create an accessible Ontario by 2025. This legislation addresses issues that pose major barriers for people with disabilities. The Integrated Accessibility Standards Regulation, July 2011, requires that school boards develop policies, practices and procedures that ensure accessible service for people with disabilities. It requires that *all* employees receive general training on the requirements of the Accessibility Standards and the Ontario Human Rights Code as it relates to disabilities.

To support the meeting of these expectations, to align practices across the district, and to facilitate ongoing training, the general LKDSB Accessibility online course was developed and all employees are required to log on to Our Training Room [www.ourtrainingroom.com](http://www.ourtrainingroom.com) using internet explorer to complete the course. All new employees of the Board are required to complete the online training. All volunteers are required to review the *Accessibility and the AODA for Volunteers with the Lambton Kent District School Board* power point located under the Accessibility link on the LKDSB Board website.

Additionally, school boards are required to provide training for all educators on accessibility awareness in program delivery and instruction. *All* employees who design deliver or teach educational programs and courses are required to undertake additional accessibility awareness training related to their responsibilities. This training will continue to take place for new employees.

The TeachAble Project offers staff and volunteers a wide variety of resources to build accessibility awareness. This includes sample classroom ready lesson plans written by Ontario teachers and aligning with Ontario curriculum, and an abundance of easily available resources to increase accessibility awareness in the classroom. This can be accessed at [www.theteachableproject.org](http://www.theteachableproject.org).

## **9.0 Review and Monitoring Process**

The Accessibility Committee will meet as required during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to make future plans to increase accessibility in the Lambton Kent District School Board. The upcoming focus will be on the proposed Accessibility Standard for Education.

## **10.0 Communication of the Plan**

The Lambton Kent District School Board's Annual Accessibility Plan will be available on our website at [www.lkdsb.net](http://www.lkdsb.net) and communicated through updates through newsletters, community meetings, staff updates, Senior Administration and Lambton Kent District School Board meetings. Questions, comments or input regarding the Accessibility Plan may be directed to:

Accessibility Committee  
200 Wellington Street  
Sarnia, ON N7T 7L2  
Telephone: 1-800-754-7125  
e-mail: [jaime.shannon@lkdsb.net](mailto:jaime.shannon@lkdsb.net)

## Appendix A

### **Accessibility for Ontarians with Disabilities Act Annual Accessibility Report Feedback Form**

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

Mail to: Accessibility Committee  
200 Wellington Street  
Sarnia, ON N7T 7L2  
e-mail to: [jaimeshannon@lkdsb.net](mailto:jaimeshannon@lkdsb.net)

#### **Contact Information**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

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## **Appendix B**

### **Facilities Accessibility Upgrades**

New school construction has, or will, adhere to the current Building Codes and includes barrier free access such as power door operators, elevators in schools of more than one floor and accessible washrooms. Some of the upgrades that have occurred are:

<b>Location</b>	<b>Accessibility Upgrade</b>
Lambton Kent Composite School	Installed automatic door operator for barrier free access.
John N Given Learning Centre	Installed automatic door operator for barrier free access.
Chatham Regional Education Centre	Added additional barrier free parking spaces in the parking lot
Queen Elizabeth Chatham	Provided ramps for barrier free path of travel from parking lot
Rosedale Public School	Installed automatic door operator for barrier free access
Sir John Moore Public School	Installed automatic door operator for barrier free access
Winston Churchill Public School	Installed automatic door operator for barrier free access
North Lambton Secondary School	Installation of accessible washroom
Indian Creek Public School	Installation of accessible washroom
Sir John Moore Public School	Yellow painting of door mullions for visually impaired

Great Lakes Secondary School	<ul style="list-style-type: none"> <li>-New ALLP area which includes accessible classrooms, kitchen, barrier free washroom and barrier free shower.</li> <li>-New automatic door operators at main entrance</li> <li>-New elevator for accessibility to the second floor</li> <li>-New public use barrier free washroom</li> <li>-New science lab with barrier free workstations</li> <li>-New main office reception area with barrier free – accessible counter space</li> <li>-New desk in learning commons with barrier free accessible counter space</li> <li>-New male and female washrooms with barrier free stalls and sinks</li> </ul> <p>Soon to be installed – new entrance system for ALLP classrooms including automatic door operators</p> <p>Soon to be completed – barrier free lift for access to stage from lower seating area in auditorium, barrier free lift for access to sound booth in auditorium, barrier free washrooms in auditorium addition, barrier free entrance for auditorium addition</p>
Lansdowne Public School	Installed automatic door operator for barrier free access

## Appendix C

### Special Education Acronyms

Acronyms	Explanation
ABA	Applied Behaviour Analysis
ABC	Association for Bright Children
ABLE	Academics Based on Life Experiences (offered at AMSS, JMSS, and WDSS)
ABS	Autism Behavioural Sciences
ADD / ADHD	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
ADP	Assistive Devices Program
AEP	Alternative Education Program (Funding Term)
AI	Autism Intervener
AMSS	Alexander Mackenzie Secondary School
ASD	Autism Spectrum Disorder
ASL	American Sign Language
ASO	Autism Society Ontario
ATT	Assistive Technology Team
BDHS	Blenheim District High School
BMS	Behaviour Management Systems
CAP	Central Auditory Processing
CAT	Canadian Achievement Test
CAS	Children's Aid Society
CBT	Central Behaviour Team
CCAC	Community Care Access Centre
CD	Conduct Disorder
CDA	Communication Disorder Assistant
CEC	Council for Exceptional Children
CKCS	Chatham-Kent Children's Services
CKSS	Chatham-Kent Secondary School
CNIB	Canadian National Institute for the Blind
CODE	Council of Ontario Directors of Education
CPI	Crisis Prevention Institute (providers of Non-Violent Crisis Intervention methods)
CPRI	Child & Parent Resource Institute
CTAP	Community Threat Assessment Protocol
CYW	Child and Youth Worker
DD	Developmental Disability
DNS	Dragon Naturally Speaking
DOB	Date of Birth
DRA	Diagnostic Reading Assessment
DSM - IV	Diagnostic Statistical Manual - 4 <sup>th</sup> Edition

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Acronyms	Explanation
<b>DSW</b>	Developmental Service Worker
<b>EA</b>	Educational Assistant
<b>ECE</b>	Early Childhood Education
<b>EQAO</b>	Education Quality and Accountability Office
<b>ESL</b>	English as a Second Language
<b>FAS</b>	Fetal Alcohol Syndrome
<b>FI</b>	French Immersion
<b>FSL</b>	French as a Second Language
<b>FTE</b>	Full-time Equivalent
<b>GE</b>	Grade Equivalent
<b>GLSS</b>	Great Lakes Secondary School
<b>HELP</b>	Hawaii Early Learning Profile
<b>HI</b>	Hearing Impaired
<b>IBI</b>	Intensive Behavioural Intervention
<b>IEP</b>	Individual Education Plan
<b>IPRC</b>	Identification, Placement and Review Committee
<b>JMSS</b>	John McGregor Secondary School
<b>LCCVI</b>	Lambton Central Collegiate-Vocational Institute
<b>LD</b>	Learning Disability
<b>LDAO</b>	Learning Disabilities Association of Ontario
<b>LKCS</b>	Lambton-Kent Composite School
<b>LKDSB</b>	Lambton Kent District School Board
<b>LNS</b>	Literacy and Numeracy Secretariate
<b>MACSE</b>	Minister's Advisory Council on Special Education
<b>MCYS</b>	Ministry of Children and Youth Services
<b>MF</b>	Medically Fragile
<b>MID</b>	Mild Intellectual Disability
<b>MOE</b>	Ministry of Education
<b>NLSS</b>	North Lambton Secondary School
<b>NCIVS</b>	Northern Collegiate Institute and Vocational School
<b>O &amp; M</b>	Orientation and Mobility
<b>OADD</b>	Ontario Association for Developmental Disabilities
<b>OADE</b>	Ontario Association for Developmental Education
<b>OAFCCD</b>	Ontario Association for Families of Children with Communication Disorders
<b>OCD</b>	Obsessive Compulsive Disorder
<b>ODA</b>	Ontarians with Disabilities Act
<b>ODD</b>	Oppositional Defiant Disorder
<b>ODSP</b>	Ontario Disability Support Program
<b>OLSAT</b>	Otis-Lennon School Ability Test
<b>OPA</b>	Ontario Psychological Association
<b>OPSBA</b>	Ontario Public School Boards' Association
<b>OPSOA</b>	Ontario Public Supervisory Officers' Association

<b>Acronyms</b>	<b>Explanation</b>
<b>OSR</b>	Ontario Student Record
<b>OSSC</b>	Ontario Secondary School Certificate
<b>OSSD</b>	Ontario Secondary School Diploma
<b>OSSLT</b>	Ontario Secondary School Literacy Test
<b>PAAC</b>	Parent Association Advisory Committee
<b>PASS</b>	Positive Alternative to School Suspension
<b>PBS</b>	Positive Behaviour Support
<b>PDD</b>	Pervasive Developmental Disorder
<b>PECS</b>	Picture Exchange System
<b>POWER</b>	Perception, Organization, Wellness, Empathy, Respect (Alternative Program)
<b>RDHS</b>	Ridgetown District High School
<b>RT</b>	Resource Teacher
<b>SAL</b>	Supervised Alternative Learning
<b>SBTM</b>	School Based Team Meeting
<b>SCCYS</b>	St. Clair Child and Youth Services
<b>SEA</b>	Special Equipment Amount
<b>SEAC</b>	Special Education Advisory Committee
<b>SEPPA</b>	Special Education Per Pupil Amount (Funding Term)
<b>SIP</b>	Special Incidence Portion (Funding Term)
<b>SLP</b>	Speech-Language Pathologist
<b>SOD</b>	Statement of Decision
<b>SPIIR</b>	Safe Physical Intervention Incident Report
<b>SSP - ASD</b>	School Support Program - Autism Spectrum Disorder
<b>SSW</b>	Social Service Worker
<b>TDHS</b>	Tilbury District High School
<b>TE</b>	Tutor Escort
<b>TERT</b>	Tragic Event Response Team
<b>TLD</b>	Transition Learning Disabilities (Program)
<b>TVCC</b>	Thames Valley Children's Centre
<b>VI</b>	Visually Impaired
<b>WDSS</b>	Wallaceburg District Secondary School
<b>WIAT</b>	Wechsler Individual Achievement Test
<b>WISC</b>	Wechsler Intelligence Scales for Children

**BOARD REPORT**  
**REGULAR BOARD, PUBLIC SESSION**

**REPORT NO: B-19-112**

**FROM: Dave Douglas, Trustee Audit Committee Chair**

**DATE: November 26, 2019**

**SUBJECT: 2018-19 Annual Audit Committee Report**

This report summarizes the Audit Committee's actions for the year ending August 31, 2019 and includes the Summarized Annual Report to the Ministry of Education, Appendix A (attached).

**Audit Committee Members**

The Audit Committee consisted of the members listed below:

- Tom McGregor – Chair & Trustee representative (*term ended, Nov. 2018*)
- Derek Robertson – Trustee representative (*term began, Dec. 2018*)
- Scott McKinlay – Trustee representative
- Dave Douglas – Trustee representative
- Jonathan Krohn, CPA, CGA – External community member
- Dianne Morden, CPA, CGA – External community member (*term ended, Jun. 2019*)

In addition, attendance at the Committee meetings was:

- Suk Bedi – Manager, Pricewaterhouse Coopers LLP or a representative of the firm, and
- Kevin Sabourin – Partner, Bailey Kearney Ferguson LLP

**Meetings**

Four (4) meeting dates were scheduled for the 2018-2019 year. The September 26, 2019 meeting was cancelled. Members in attendance at the meeting are indicated below:

<i>Member's Name</i>	<i>Member's Title</i>	<i>Sept. 26 2018</i>	<i>Oct. 30 2018</i>	<i>Mar. 18 2019</i>	<i>June 10 2019</i>
Tom McGregor	<i>Chair</i>				
Scott McKinlay	<i>Trustee</i>		X	X	
Dave Douglas	<i>Trustee</i>		X	X	X
Derek Robertson	<i>Trustee</i>				
Jon Krohn	<i>Community</i>		X	X	X
Dianne Morden	<i>Community</i>		X		
Suk Bedi	<i>Internal Auditor</i>		X		X
Kevin Sabourin	<i>External Auditor</i>		X		
Sandy Scott Hillier	<i>Administration</i>		X	X	
Brian McKay	<i>Administration</i>		X	X	X
Jim Costello	<i>Administration</i>		X	X	X

**Governance**

The Audit Committee operated throughout the fiscal year ending August 31, 2019. All the members satisfied the eligibility requirements in accordance with Ontario Regulation 361/10.

**External Auditors**

The external auditors, Bailey Kearney Ferguson LLP presented the scope and extent of their work to the committee at the meeting of October 30, 2018. The audit committee recommended the approval of the annual audited financial statements at this meeting.

Per Ontario Regulation 361/10, the Audit Committee has the duty to review, at least once in each fiscal year, the performance of the external auditor. At the Committee Meeting of October 30, 2018, members expressed no concerns with the Board's external auditing firm, as awarded through the request for quote process. The Board of Trustees approved Bailey Kearney Ferguson LLP as the external auditor for the term of December 2018 to November 2019.

**Internal Auditors**

At the Audit Committee meeting of May 28, 2018, members finalized their recommendation of two audits: 1) Attendance management Practices & Employee Wellness Programs and 2) Social Media Strategy (Board and School). The 2018-19 Internal Audit Plan was approved at the Regular Board Meeting of November 27, 2018.

During the 2018-19 year, the auditors performed the following work:

Planned Audits

- International Education Program audit began in the 2017-18 year. The audit is complete and was reported at the October 30, 2018 meeting.
- Attendance Management Practices & Employee Wellness Programs audit was on the 2016-17 through 2018-19 Audit Plan. During the 2018-19 year, the audit was divided into two separate audits: Attendance Recording & Monitoring and Mental Health Strategy Implementation. The Attendance Recording & Monitoring audit was complete and awaiting the final report to be presented at the September 2019 Audit Committee meeting. The Mental Health Strategy Implementation audit was in the initial stages. These audits were incomplete by August 31, 2019.
- Social Media Strategy (Board and School) was on the 2017-18 and 2018-19 Audit Plan and was incomplete by August 31, 2019.

Unplanned Audits

- No unplanned audits were performed in the 2018-19 year.

**Summary of the Work Performed**

In addition to the items noted above, the following outlines further work performed by the audit committee in the 2018-2019 year.

- Recommended the approval of the external auditor to Board;
- Began recruitment process of a community member;
- Reviewed reports and work performed by the external auditors;
- Reviewed materials on internal audit practices;
- Reviewed reports and work performed by the internal auditors;
- Selected the number to be held & dates of the 2019-2020 school year audit committee meetings.

By the signature noted below, we attest that we have discharged our duties and responsibilities under Ontario Regulation 361/10.

On behalf of the Audit Committee

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Dave Douglas, Trustee - Audit Committee Chair

**BOARD REPORT  
REGULAR BOARD, PUBLIC SESSION**

**REPORT NO: B-19-113**

**Memorandum To: John Howitt, Director of Education**

**FROM: Brian McKay, Superintendent of Business & Treasurer**

**DATE: November 26, 2019**

**SUBJECT: Budget Meeting Schedule for the 2020-2021 School Year**

---

The Board's annual budget process for the 2020-21 school year will begin in February 2020. This report establishes the budget schedule that will guide the planning of revenues and expenses, for the upcoming 2020-21 school year.

The meeting timelines proposed below will be used to guide the budget development process. The timelines will ultimately depend upon the date when the Ministry provides school boards with the grant regulations.

- Development and release of the Grant Regulations, by the Ministry of Education, is expected during the month of March.
- Budget Workshops for Trustees and Administration: April 7 and May 5, 2020; all meetings from 5:00 p.m. to 7:30 p.m. via video conference.
- Presentation, review, public input and development of the budget, as required, at the public Regular Board Meetings on April 14 & 28 and May 12 & 26.
- Budget Information Sessions: Student Senate May 4, Parent Involvement Committee on May 11, Indigenous Liaison Committee on May 20 and Special Education Advisory Committee on May 21.
- Final approval of the 2020/2021 Budget scheduled for the June 9, 2020 Regular Board Meeting {contingency plan, if required - June 23, 2020 Regular Board Meeting}.