



Lambton Kent
District School Board

Annual Accessibility Report

September 2019 – August 2020

**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 and is available in
Accessible Alternative Formats upon request.**

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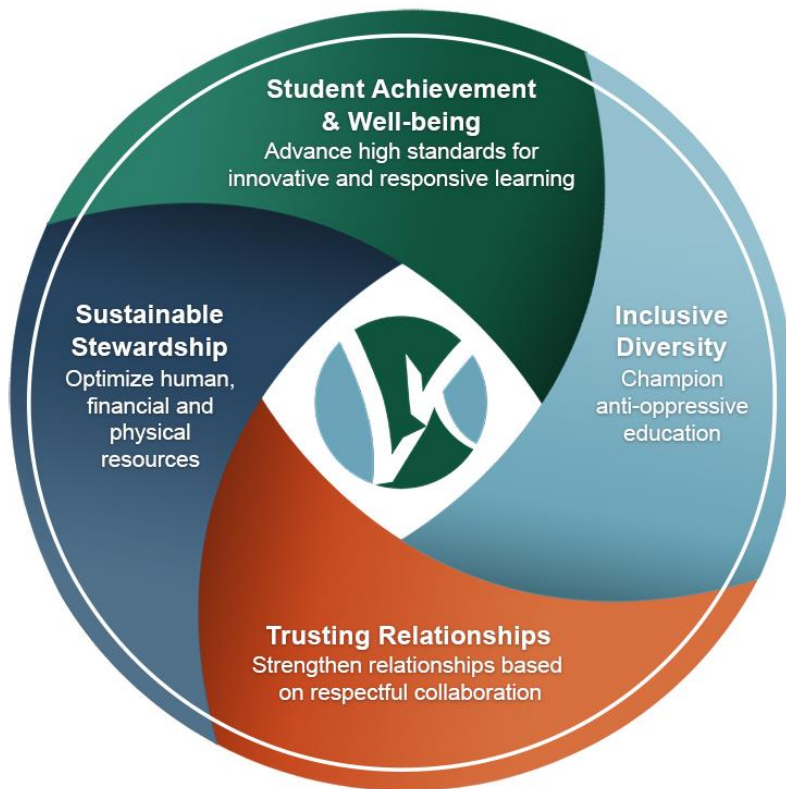
Aim

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) and the City of Sarnia (www.sarnia.com)



STRATEGIC PRIORITIES

2020/21 - 2025/26

VISION

**Our Students -
Shaping Our World**

MISSION

**Fostering Success for
Every Student Every Day**



**Lambton Kent
District School Board**
Student Achievement ✓ *Community Success*

2.0 Accessibility Committee Members

Committee Member	Department
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

Methodology	Description	Status
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.

Barrier Type	Barrier Description	Strategy for Removal/Prevention
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.

Barrier Type	Barrier Description	Strategy for Removal/Prevention
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 LKDSB Strategic Priorities.
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 2019 – 2020 school year:

In 2019-2020 the training was a series of selections for Educational Assistants including:

- Bridges Out of Poverty
- Behaviour Management Systems
- Autism Spectrum Disorder
- See Saw
- Boardmaker – make and take sessions.

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
- 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 ***

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 2020-2021 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 (Day Treatment) 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

	Barrier & Barrier Type	Strategies for Removal/ Prevention	Timing	Responsibility	Applies to	Status
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

	Barrier & Barrier Type	Strategies for Removal/ Prevention	Responsibility	Applies to	Status
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

7.0 Barriers Identified

	Barrier & Barrier Type	Strategies for Removal/ Prevention	Responsibility	Applies to	Status
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.

	Barrier & Barrier Type	Strategies for Removal/ Prevention	Responsibility	Applies to	Status
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 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.

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 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: jaimeshannon@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: jaime.shannon@lkdsb.net

Contact Information

Name: _____

Address: _____

Telephone Number: _____

E-Mail: _____

Date: _____

Comments:

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:

Location	Accessibility Upgrade
Merlin	Installed barrier free access ramp to exterior door
Indian Creek	Provided ramps for barrier free path of travel from parking lot
Brooke Central	Add barrier free access ramp to playground & outdoor learning commons
Cathcart Boulevard	Add power door operator to interior of vestibule doors at main entrance
Hillcrest Public School	Renovate existing washroom & change into new barrier free washroom
Queen Elizabeth II – Sarnia	Renovate & Add Barrier free washroom
NLSS	Replace existing east entrance door & add power door operator
Lambton Centennial	Replace west exterior doors & add power door operator (near room 10)
Rosedale	Add magnetic hold open device to doors in corridor new room 15
Gregory Drive	Add barrier free ramp leading from parking lot
McNaughton Ave.	Add barrier free parking spot to rear parking lot
Great Lakes Secondary School	<ul style="list-style-type: none"> • New vestibule for addition complete with barrier free operators. • New barrier free washroom in addition • Two new music rooms complete with barrier free ramps for access to tiered floor levels. • New boys' and girls' washrooms in addition with barrier free sinks and stalls. • Soon to be completed – barrier free lift for access to stage form lower seating area in auditorium, barrier free lift for access to sound booth in auditorium.
Naahii, Wheatley, QE Chatham, RDHS, AMSS, Rosedale, PE McGibbon, Indian Creek, Winston Churchill and Sir John Moore.	Added yellow lines at entrances, counter tops, playground equipment, fountains and stairs for visually impaired at various schools
QE Chatham	Lift table repair and track installation
LCCVI	Various entrance ways modified, and power door operators added, elevator modified for ease of accessibility for medically fragile student.

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 th Edition
DSW	Developmental Service Worker
EA	Educational Assistant
ECE	Early Childhood Education

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

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