



**Lambton Kent**  
District School Board

# **Annual Accessibility Report**

**September 2020 – August 2021**

**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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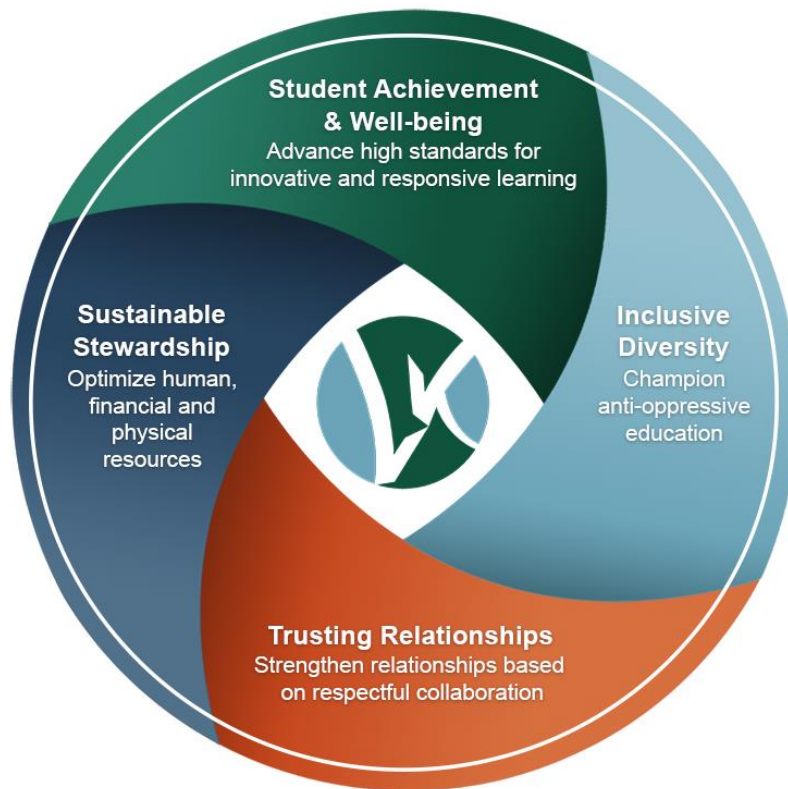
## Aim

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 21,900 students in 50 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))



## **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**

<b>Committee Member</b>	<b>Department</b>
Sandi Cook	Elementary Principal
Mark Houghton	System Coordinator of Safe Schools
Bonnie Gotelaer	Executive Assistant and Communications Officer
Rita Woodiwiss	Coordinator of Application Services
Don Masse	Coordinator of Sites and Design
Jim Morton	System Coordinator of Secondary Program
Jeff Brosh	Special Education Coordinator (Elementary)
Patty Authier	Student Transportation Services, CLASS
Sandra Perkins	System Coordinator of Special Education
Brian Pelletier	Manager of Facility Maintenance and Capital
Del Metcalfe	Manager of Facility Operations
Greg Nemcek	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.

<b>Barrier Type</b>	<b>Barrier Description</b>	<b>Strategy for Removal/Prevention</b>
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 current Special Education Plan 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 2020-2021 school year:

In the 2020-2021 school year, the training was a series of selections for Educational Assistants including:

- Behaviour Management Systems
- Autism Spectrum Disorder
- See Saw
- School Mental Health Ontario training courses and resources
- Google Suites
- Boom Cards

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

- Training by school resource and itinerant teachers, as appropriate
- Provide in-service and support the mentoring of 'New To Resource' teachers
- 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
- 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
- School Mental Health Ontario training courses and resources
- Google Suites
  - Boom Cards

*\*\* 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 Best Practice Review will be conducted in the 2021-2022 school year to ensure support for specific students.
7. Ongoing training on the confidential use and storage of IEPs to support effective, efficient development of IEPs and facilitate the IPRC process.
8. Safety Audits are conducted, as needed.
9. The LKDSB have recently revised our 'Safe Intervention Policy' to promote a safe learning environment for all students using the Behaviour Management Systems, which provides proactive interventions that will reinforce positive behaviours, independence, and safety for all. To plan, implement and monitor intervention for all students in need, school teams will develop Support, Safety and Well-Being Plans as appropriate.

In addition, the LKDSB participates in many multi-agency collaborative partnerships (i.e., Pre-school Intake and Integrated Transition Planning) to support students with special needs. The Board has collaborative partnership agreements with outside agencies to assist connecting students with special needs and their families with accessible services.

A Multidisciplinary Student Support Team meets regularly to review the socio-emotional well-being needs of students by promoting both proactive and responsive measures within a school culture. The Special Education Leadership Teams 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. The Board ensured that there was increased access to specialized Lexia support software for target populations.

The Board operates transition programs (i.e. OPTIONS and Intensive Service Classrooms), in partnership with several organizations (i.e. Children's Aid, Probation, school board, St. Clair College, etc.), with supports which help our students access treatment and connect with the community services with a mindset of promoting lifelong success.

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-centered, 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	Ongoing
2.	Unique barriers as identified by speech-language and psychology professionals	Install and maintain SEA adaptive technology.  Training for SEA adaptive technology.	As appropriate	Information Technology Services  Itinerant Staff	Students  Students and Staff	Ongoing
3.	Access to academic programming	Providing technology as appropriate  Providing alternative formats or ways of accessing programming, information, and services.	As appropriate  (e.g. during pandemic, learn at home)	School Administration  Program Department  Information Technology Services	Students  Parents and Guardians	Ongoing

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.	Internet and Wi-fi Infrastructure	IT Infrastructure Strategic Plan has made technology accessible	Information Technology Services, Senior Administration	Students, Staff, School Community	Ongoing
2.	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	Web Technologist	Staff	Ongoing

	<b>Barrier &amp; Barrier Type</b>	<b>Strategies for Removal/ Prevention</b>	<b>Responsibility</b>	<b>Applies to</b>	<b>Status</b>
		their newsletter and calendar files.			

### **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>
<b>1.</b>	Access to Mental Health services (attitudinal/ policy practice)	Monitoring and reinforcing 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
<b>2.</b>	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.
<b>3</b>	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	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.

## **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: [Krystel.Japp@lkdsb.net](mailto:Krystel.Japp@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: [krystel.japp@lkdsb.net](mailto:krystel.japp@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>
Indian Creek	Installed new universal barrier free washroom. Added power door operators on access doors.
Tilbury Area	Updated universal barrier free washroom with new power door operator and new fixtures
Riverview	Additional barrier free parking spaces were added. New drop curbs with tactile plates installed throughout the parking lot.
Winston Churchill	Additional barrier free parking spaces were added.
Indian Creek – Daycare	Universal barrier free washroom was added. Two barrier free parking spaces were added.
Bridgeview	Universal barrier free washroom was added with power door operator.
Brooke Central	Universal barrier free washroom was added with power door operator. Barrier free stalls and power door operator were added to boys washroom B2 and girls washroom G2. Barrier free drinking fountain and bottle fill station was added. Power door operators were added to exterior entrance to play yard, resource/computer lab, and boys & girls change rooms at gym.
Lakeroad	Barrier free parking space was added to West parking lot
Thamesville	Universal barrier free washroom being construction (Fall 2021 completion)
King George Sarnia	Constructed barrier free ramp at FDK door leading to playground
Gregory Drive	New sidewalk and ramp leading to daycare
Queen Elizabeth Chatham	Lift table repair and lift installation
LCCVI	Modifications to elevator and installation of 7 power door operators throughout.

## Appendix C

### Special Education Acronyms

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

<b>Acronyms</b>	<b>Explanation</b>
<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>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>Acronyms</b>	<b>Explanation</b>
<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>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