



**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 \*\**



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

## **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

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