



LIMESTONE DISTRICT SCHOOL BOARD

Multi-Year Accessibility Plan

For the Period January 2023 to December 2026

Prepared by

**Accessibility Planning Committee
In Accordance with
Accessibility for Ontarians with Disabilities Act Integrated
Accessibility Standards Regulation**

This publication is available through the Limestone District School Board's

- Website (www.limestone.on.ca – Accessibility)
- Accessible formats upon request

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A. Aim

This multi-year Accessibility Plan is developed in accordance with the Integrated Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2005*.

Furthermore, in 2017, two standards development committees were established to address barriers facing students: one focused on K-12, and another focused on postsecondary education. The K-12 Accessibility Standards recommendations are designed to reduce and prevent accessibility barriers in the publicly funded education system. These standards set out the Committee's initial recommendations for a proposed education accessibility standard. In anticipation of many, if not all of these recommendations becoming finalized, the Limestone District School Board Accessibility Committee has decided to include our work on these standards in our multi-year plan. See Appendix C: K-12 Education Accessibility Standards.

The multi-year Accessibility Plan describes the measure that the Board will take over the 3 year period from January 1, 2023 to December 31, 2026 to identify, remove, and prevent barriers to people with disabilities who work, learn, and participate in the School Board community and environment including students, staff, parents and caregivers, volunteers, and visitors to the Board and its schools. The Limestone District School Board is committed to the continual improvement of access to school board facilities, policies, programs, practices, and services for people with disabilities. The plan will be guided by the [Board's Accessibility Standards-Policy Statement](#) Board's Accessibility Standards-Policy Statement as well as the Board's Mission, Vision and Values.

B. Objectives

This Plan:

- Describes the process by which Limestone DSB will identify, remove, and prevent barriers;
- Reviews recent efforts to remove and prevent barriers;
- Describes the measures Limestone DSB will take during the period of January 1, 2023 to December 31, 2026 to identify, remove, and prevent barriers;
- Describes how Limestone DSB will make this multi-Year Accessibility Plan available to the public;
- Makes a commitment to provide an annual status report on the Boards' implementation of the multi-year Accessibility Plan and,
- Makes a commitment to review and update this multi-year Accessibility Plan at least once every 3 years.

C. Commitment to Accessibility Planning

This plan will be established, reviewed, and updated in consultation with persons with disabilities, the Board's Special Education Advisory Committee (SEAC), the Accessibility Planning Committee, and other stakeholder groups, as deemed appropriate. The Limestone District School Board is committed to:

- Maintaining an Accessibility Planning Committee;
- Creating and maintaining a network of staff, students, and community members with disabilities to provide input on accessibility items;
- Continuing the process of consulting with the Special Education Advisory Committee (SEAC);
- Ensuring, wherever possible, that Board policies, procedures, and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, with regards to new policies and procedures and to those under review;
- Using the K-12 Education Accessibility Standards to improve access to facilities, policies, programs, practices, and services for students, staff, parents/caregivers, volunteers, and members of the community and,
- Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Planning Committee and will, wherever practicable, be incorporated into the multi-year plan.

The Director of Education has authorized the Accessibility Planning Committee to review and update the multi-year Accessibility Plan that will enable the Limestone District School Board to meet these commitments.

D. Description of the Limestone District School Board

The Limestone District School Board offers elementary and secondary students an education that is enriched with diverse and unique programming opportunities and activities to complement the Ontario curriculum while supporting the achievement and well-being of every student.

The Board's district serves more than 20,000 students in 55 schools and 5 alternative education centres covering a geographic area of 7,719 square kilometres across the City of Kingston, the Townships of Central Frontenac, North Frontenac, South Frontenac, Addington Highlands, Loyalist, Stone Mills, the Frontenac Islands and the Town of Greater Napanee.

E. Members of the Accessibility Planning Committee

Member	Role/Organization	Contact Information
Nicole Aubertin	Safety and Contract Compliance Officer, Triboard Transportation	aubertinn@Triboard.ca
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Sue McWilliams or designate	Human Resources, LDSB	
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TBD	Canadian Hearing Services	
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Maddie Crothers	Communications Officer, LDSB	crothersm@limestone.on.ca
Deborah Thompson	Principal, Centennial PS, LDSB	thompsonde@limestone.on.ca
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F. Strategy for Prevention and Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessibly environments inform all policies, programs, procedures, and services of the Limestone District School Board. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2005*, LDSB’s programming, policies and practices have been assessed to ensure a continuous improvement in accessibility. This process has also been informed by

feedback by the LDSB SEAC. This process will continue through the creation and regular updating of a multi-Year Accessibility Plan which places particular emphasis on the provisions of regulations made under the AODA (2005) with regard to customer service, information and communications, employment and school transportation.

G. Barrier Identification Methodologies

Methodology	Description	Status
K-12 Education Accessibility Standards	Review of key sections of the K-12 Education Accessibility Standards by the Accessibility Committee. Seek input from staff, students, families, SEAC, Senior Team and the Accessibility Committee	Annually
Public and Employee Feedback	Special Education Review data Comments gathered through web page access (Accessibility Feedback Form) and for employees through individual requests for accommodations (HR accommodations plans and emergency response plans	Spring and Fall 2023 Ongoing
Review of plan and status report by SEAC	Opportunity for input and feedback prior to approval and posting on webpage. Include both Accessibility Plan and Appendices	Annually
Accessibility Planning Committee review of plan and development of status report	Opportunity for input and feedback prior to bringing to Senior Team and SEAC	Annually
Accessibility Planning Committee considers Facilities reports	Audit of buildings and identification of schools for action included in multi-year strategy.	Ongoing

	Use of Facilities Improvement Plans (FIPs) as possible accommodation supports. Accessibility Reviews for schools classified as Level 1	
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H. Recent Barrier Removal Achievements – School/Buildings

As required by the *Accessibility for Ontarians with Disabilities Act (2005)*, the Accessibility Planning Committee recognized a variety of barriers which were grouped into the following five categories: Attitudinal, Informational and Communication, Technological, Systemic, and Physical and Architectural. Categories may be added as the K-12 Education Accessibility Standards are mandated by the Ministry of Education (see Appendix C). The LDSB is committed to the ongoing identification, removal, and prevention of barriers for persons with disabilities. The following chart identifies recent actions implemented to remove barriers:

Site	Barrier being Addressed	Status
Amherst Island	Barrier free washroom being added	Completed
Amherstview	PA Speaker installed in Sensory Room	Ongoing
Amherstview	Single use and potential barrier free washroom 2 nd floor	Initiated
Amherstview	Install accessible sink with auto taps	Completed
Bath PS	Review ramp for code compliance	Initiated
Centennial	Accessible Garden Planters	Initiated
Centennial	Playground, pathways improvements	Initiated
Centennial	Washroom redesign for barrier free	Completed
FSS	Automatic doors for accessibility to particular space	Ongoing
Glenburnie	Ramp for courtyard entrance	Planning
Glenburnie	Additional accessible entrance	Initiated
KSS	Paint Stair Nosings, tactile strip/railing, colour contrasting, colour strip on ramp into tech area	Ongoing
LCVI	Accessibility improvements – courtyard	Planning
LCVI	Lift in Tech Wing not operable	Initiated
LaSalle	Accessible door in vestibule not working	Planning
Lord Strathcona	K yard improvements	Construction
Loughborough	Accessibility improvements on exterior door locations	Initiated
Loughborough	Site improvements to K yard	Initiated
Newburgh	Door operator at new ramp	Ongoing
Newburgh	Installation of barrier free washroom	Completed

Odessa	Accessible washroom reno	Planning
RG Sinclair	Conversion to single use, barrier free washroom	Completed
Selby	Accessible ramp improvements	Initiated
Sydenham HS	New elevator needed	Initiated
Winston	Accessible door operators on gym and resource	Ongoing
Winston	Improvements to K yard	Initiated

I. Barrier Removal Achievements – Board Wide

Barrier Addressed	Status
Develop Accessibility Policy Statement	January 1, 2013
Develop a Procedure re: Accessible Information and Communications	January 1, 2013
Develop Procedure re: Accessible Employment	January 1, 2013
Review procurement practices to incorporate accessibility criteria for goods, services, facilities	January 1, 2013
Provide accessibility awareness training for all educators/classroom-based staff on accessible instruction and program delivery	2013
Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re: disabilities and ensure third-party providers have similar training	2014 and yearly
Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify the public re above.	2014
Review Board and school websites to assess level of accessibility. Ensure that new sites and web content published after January 1, 2012, meet WCAG 2.0, Level A standards.	2014
Review and update Human Resources procedures and practices with regards to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance appraisal, career or professional development, redeployment	2014
Consult with parents, develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities	2014
Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events)	2015

Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	2015
Roll out of Google Read and Write for all learners	2017
Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	2017, 2018, 2019
Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AAA standards	2017, 2018, 2019
Review and update process for receiving feedback related to accessibility	2018
Increase accessibility to literature and professional resources through the use of technology via online library Overdrive (Sora)	September 2019
Provide equity of opportunity and inclusion of all students through the establishment of school-based accessibility audits	2019-2020
Revise and implement Administrative Procedure 302: Service Animals for Students with Special Needs to align with PPM 163: School Board Policies on Service Animals	2019-2021
Update Accessibility Plan for 2023-26 Time Frame Update Website to be in compliance with AODA expectations Incorporate K-12 Education Accessibility Standards as able	January 2023 Ongoing Ongoing

J. Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Customer Service;
- Design of Public Spaces;
- Information and Communications;
- Employment and
- Transportation

The requirements build on the *Accessibility Standards for Customer Service* which came into force in 2007.

In anticipation of the formalization of all or part of the *K-12 Education Accessibility Standards*, LDSB will incorporate some of the accessibility areas defined in both these standards as appropriate and reasonable. The areas defined in the *K-12 Education Accessibility Standards* are as follows:

- Attitudes, Behaviours, Perceptions, and Assumptions

- Awareness and Training
- Curriculum, Instruction, and Assessment
- Digital Learning and Technology
- Organizational Barriers
- Social Realms
- Physical and Architectural Barriers
- Planning for Emergency and Safety
- Timelines and Accountability
- Transitions

The LDSB intends, through this multi-Year Accessibility Plan for the period 2023-2026, to take action to address barriers to accessibility related to the Standard’s areas of current Regulations, as well as appropriate sections of the *K-12 Education Accessibility Standards*. This is in addition to the work the Board is undertaking with regard to identification and removal of barriers in the Board’s physical environment.

2017 - 2018

Barrier Type	Location	Action	Effective Date	Accountability	Status
Systemic	Board-wide	Review policies, procedures, practices and forms to ensure compliance in preparation for completing the Accessibility Compliance Report	December 31, 2017	Accessibility Planning Committee	Completed
Information and Communication	Board-wide	Review and update the Multi-Year Accessibility Plan by May 2018	May 2018	Accessibility Planning Committee	Completed
Systemic/ Attitudinal	Board-wide	Review and update process for receiving feedback related to accessibility.	May 2018	Accessibility Planning Committee	Completed
Systemic/ Attitudinal	Board-wide	Creation of an addendum (checklist) to AP-260 Field Trips to include accessibility considerations when planning a field trip.	May 2018	Accessibility Planning Committee	Completed

Information and Communication/ Technological	Board-wide	Roll out of accessibility features (text to speech/speech to text) for all learners using Google Read and Write.	November 2017	Educational Services/Program Team/IT	Completed
Systemic	Board-Wide	Annual status update on Multi-Year Accessibility Plan	May 2018	Accessibility Planning Committee	Completed
Physical	Board-Wide	Installation of accessibility features (i.e. colour contrasting throughout school, accessible, barrier-free washrooms, elevator, accessible signage, FM systems)	2017-2018	Facility Services, Educational Services	Completed

2018-2019

Barrier Type	Location	Action	Effective Date	Accountability	Status
Information and Communication/ Technological	Board-wide	Review status of capacity of school libraries to provide, procure or acquire an accessible or conversion-ready format of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for Jan 1, 2020	Accessibility Planning Committee	Ongoing
Information and Communication/ Technological	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in	Ongoing preparation for Jan 1, 2021	Information Technology/ Communications	Ongoing

		anticipation of conforming to WCAG, 2.0, Level AA standards (excluding live captions and audio descriptions)			
Systemic	Board-Wide	Annual status update on Multi-Year Accessibility Plan	May 2019	Accessibility Planning Committee	Completed
Systemic	Board-Wide	School Accessibility Awareness Audit	June 2019	Accessibility Planning Subcommittee	Completed
Physical	Board-Wide	Installation of accessibility features (i.e. color contrasting throughout school, accessible, barrier-free washrooms, elevator, accessible signage, FM systems)	2018-2019	Facility Services, Educational Services	Completed

2019-2020

Barrier Type	Location	Action	Effective Date	Accountability	Status
Systemic	Board-wide	Review policies, procedures, practices and forms to ensure compliance in preparation for completing the Accessibility Compliance Report	December 31, 2019	Accessibility Planning Committee	Completed
Information and Communication/ Technological	Board-wide	Review status of capacity of school libraries to provide, procure or acquire an accessible or conversion-ready format of digital or multimedia	January 1, 2020	Accessibility Planning Committee	Completed

		resources upon request in anticipation of 2020 deadline			
Information and Communication/ Technological	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of conforming to WCAG, 2.0, Level AA standards (excluding live captions and audio descriptions)	Ongoing preparation for January 1, 2021 deadline	Information Technology/ Communications	Ongoing
Systemic	Board-Wide	Annual status update on Multi-Year Accessibility Plan	May 2020	Accessibility Planning Committee	Completed
Physical	Board-Wide	Installation of accessibility features (i.e. color contrasting throughout school, accessible, barrier-free washrooms, elevator, accessible signage, FM systems)	2019-2020	Facility Services, Educational Services	Completed

2020-2021

Barrier Type	Location	Action	Effective Date	Accountability	Status
Information and Communication Technological	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of conforming to WCAG,	January 1, 2021 deadline	Information Technology/ Communications	Completed

		2.0, Level AA standards (excluding live captions and audio descriptions)			
Systemic	Board-Wide	Annual status update on Multi-Year Accessibility Plan	May 2021	Accessibility Planning Committee	Completed
Physical	Board-Wide	Installation of accessibility features (i.e. color contrasting throughout school, accessible, barrier-free washrooms, elevator, accessible signage, FM systems)	2020-2021	Facility Services, Educational Services	Completed

2021-2022

Barrier Type	Location	Action	Effective Date	Accountability	Status
Systemic	Board-wide	Review policies, procedures, practices and forms to ensure compliance in preparation for completing the Accessibility Compliance Report	December 31, 2019	Accessibility Planning Committee	<u>Completed</u>
Systemic	Board-Wide	Annual status update on Multi-Year Accessibility Plan	May 2021	Accessibility Planning Committee	Completed
Physical	Board-Wide	Installation of accessibility features (i.e. color contrasting throughout school, accessible, barrier-free washrooms, elevator, accessible signage, FM systems)	2020-2021	Facility Services, Educational Services	Ongoing

Systemic/Physical and Attitudinal	Board – Wide Start with Secondary sites	School audits with students, staff and possibly community members Create the forms and share with Secondary Ps	September 2022	Accessibility Planning Committee, Secondary Principals	Ongoing
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September 2022 – January 2023

Barrier Type	Location	Action	Effective Date	Accountability	Status
Systemic/Physical and Attitudinal	Board – Wide Start with Secondary sites	School audits Share forms and feedback with Principals	September 2023	Accessibility Planning Committee, Secondary Principals	Ongoing
Systemic	Board-wide	Update Accessibility Plan for 2023-2028	January 2023	Accessibility Planning Committee	Completed

2023-2024

Barrier Type	Location	Action	Effective Date	Accountability	Status
Systemic/Physical and Attitudinal	Board – Wide Start with Secondary sites	School audits Share forms and feedback with Principals	September 2023	Accessibility Planning Committee, Secondary Principals	Ongoing
Information and Communication/ Technological	Board-wide	Update LDSB website so that it complies with AODA standards	Spring 2024	Information Technology/ Communications	Ongoing
Physical	Board-wide	Continued use of Facilities Improvement Plans (FIPs) and Accessibility Reviews to ensure accessibility to the fullest extent at all school sites and board offices	2023-24	Facility Services	Ongoing

Systemic	Board-wide	Incorporate appropriate and attainable features of the K-12 Education Accessibility Standards	2023-24	Accessibility Planning Committee, Educational Services, Program Team	Ongoing
Attitude	Board-Wide	Create and Maintain a network of staff with disabilities	September 2023	Accessibility Lead	In progress
Systemic	Board-Wide	Incorporate feedback, as appropriate, from the Special Education Review on topics related to accessibility	September 2023	Accessibility Planning Committee Ed Services leadership team	Ongoing

K. Review and Monitoring Process

The Accessibility Planning Committee meets regularly during the year to review progress and evaluate the effectiveness of implementation of barrier removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Planning Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- a) An annual status report on the progress of the measures taken to implement the plan is prepared and posted on the Board website
- b) At least once every three years, the plan is reviewed and updated with the advice of persons with disabilities, the Special Education Advisory Committee (SEAC), the Accessibility Planning Committee, and other stakeholder groups as deemed appropriate

L. Communication of the Plan

In addition to the public availability of the Multi-Year Accessibility Plan on the website, LDSB will post an annual status report on the progress of the Multi-Year Accessibility Plan. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments, or feedback regarding the Accessibility Plan may be directed to:

Scot Gillam, Chair
 Accessibility Planning Committee
 Limestone District School Board

220 Portsmouth Ave
Kingston, ON K7M 0G2
613-544-6925 ext. 319
Email: accessibility@limestone.on.ca

APPENDIX A

Accessibility Level by Family of Schools

Accessibility Level by Family of School as of January 2023

School	Level One	Level Two	Level Three
	Building is not currently accessible. Further information available at the end of Appendix A identifying the issue and plans to address if feasible **	Building is accessible but requires some modifications, i.e., access to various levels within the school, stage or second floor, lower levels, court yards. Door modifications may also be required	Building is fully accessible. There may be specific adjustments for students but building as a whole is accessible for students, staff, and public

Bayridge Secondary School and Family of Schools

Bayridge Secondary School			Level 3
Bayridge Public School		Level 2	
Cataraqui Woods Elementary School			Level 3
Lancaster Drive Public School		Level 2	
R. G. Sinclair Public School		Level 2	
Truedell Public School			Level 3

Ernestown Secondary School and Family of Schools

Ernestown Secondary School			Level 3
Amherst Island Public School		Level 2	
Amherstview Public School			Level 3
Bath Public School		Level 2	
Fairfield Elementary School		Level 2	
Odessa Public School			Level 3

Frontenac Secondary School and Family of Schools

Frontenac Secondary School			Level 3
Collins Bay Public School		Level 2	
J. R. Henderson Public School		Level 2	
W. J. Holsgrove Public School		Level 2	
Module-de-L'Acadie			Level 3
Welborne Avenue Public School		Level 2	

Granite Ridge Education Centre and Family of Schools

Granite Ridge Education Centre			Level 3
Land o Lakes Public School		Level 2	

Kingston Secondary School and Family of Schools

Kingston Secondary School		Level 2	
Central Public School		Level 2	
Marysville Public School			Level 3
Module Vanier (KSS)		Level 2	
Rideau Public School	Level 1 *		
Sydenham Public School	Level 1 *		
Molly Brant Elementary School			Level 3
Rideau Heights Public School		Level 2	
J. G. Simcoe Public School		Level 2	

LaSalle Secondary School and Family of Schools

LaSalle Secondary School			Level 3
Glenburnie Public School		Level 2	
Joyceville Public School		Level 2	
Ecole Maple Public School			Level 3
Storrington Public School	Level 1 *		

Loyalist-Collegiate Vocational Institute and Family of Schools

Loyalist-Collegiate Vocational Institute		Level 2	
Calvin Park Public School (LCVI)		Level 2	
Centennial Public School		Level 2	
Lord Strathcona Public School		Level 2	
Polson Park Public School		Level 2	
Winston Churchill Public School		Level 2	

North Addington Education Centre and Family of Schools

North Addington Education Centre			Level 3
Clarendon Central Public School		Level 2	

Napanee District Secondary School and Family of Schools

Napanee District Secondary School		Level 2	
Centreville Public School		Level 2	
Enterprise Public School			Level 3
Newburgh Public School		Level 2	
The Prince Charles School		Level 2	
Selby Public School		Level 2	
Southview Public School			Level 3
Tamworth Elementary School		Level 2	

Sydenham High School and Family of Schools

Sydenham High School		Level 2	
Elginburg Public School		Level 2	
Harrowsmith Public School		Level 2	
Loughborough Public School		Level 2	
Perth Rd Public School			Level 3
Prince Charles Public School		Level 2	

LDSB Buildings

Education Centre			Level 3
Limestone School of Community Education (LSCE), Katarowki Learning Centre and Educational Services		Level 2	

Level 1 School Information and Follow Up *

School	Accessibility Challenges and Possible Solutions
Amherst Island	<ul style="list-style-type: none"> Lack of barrier free washroom Recent work done to improve access to main entrance (slope and proper sized doors along with automatic opener)
Rideau Public	<ul style="list-style-type: none"> Challenges to school entry as well as moving between levels of the school One barrier free washroom that is not accessible from all levels of the school

	<ul style="list-style-type: none"> • An Accessibility Review has been added to their Facilities Improvement Plan (FIP)
Sydenham Public	<ul style="list-style-type: none"> • Front and back entrances are not accessible • Washrooms are located in the basement – not accessible • Stairways are not wide enough for a wheelchair lift • Major retrofit or addition required for accessibility • An Accessibility Review has been added to their Facilities Improvement Plan (FIP)
Storrington Public	<ul style="list-style-type: none"> • Split Level entrance • Barrier free washroom on main level only • Accessibility Review has been added to their Facilities Improvement Plan (FIP)
Newburgh	<ul style="list-style-type: none"> • Barrier free washroom • Automatic door openers at opening • Accessibility Review has been added to their Facilities Improvement Plan (FIP)