



Limestone District School Board

# Multi-Year Accessibility Plan

From the Period January 2026 to  
December 2029

**Our Intention:** To make a positive difference in the lives of every student, in every classroom, in every school.



**Table of Contents**

LDSB’s Intention, Mission, Vision, and Values..... 1

    Our Intention: ..... 1

    Our Mission: ..... 1

    Our Vision:..... 1

    Our Values: ..... 1

A. Aim ..... 2

B. Objectives ..... 2

C. Commitment to Accessibility Planning ..... 3

D. Description of the LDSB ..... 3

E. Members of the Accessibility Planning Committee ..... 4

F. Strategy for Prevention and Removal of Barriers ..... 5

G. Barrier Identification Methodologies..... 5

H. Recent Barrier Removal Achievements – School/Buildings..... 6

I. Barrier Removal Achievements – Board-wide..... 7

J. Barriers to be addressed under the Multi-Year Accessibility Plan ..... 8

    2017-2018 ..... 9

    2018-2019 ..... 11

    2019-2020 ..... 12

    2020-2021 ..... 14

    2021-2022 ..... 15

    September 2022-January 2023 ..... 16

    2023-2024 ..... 16

    2024-2025 ..... 17

    2025-2026 ..... 19

Review and Monitoring Process ..... 21

K. Communication of the Plan ..... 21

Appendix A: Accessibility Level by Family of Schools..... 22

**Limestone District School Board**

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.



Accessibility Level by Family of School as of January 2023 .....	22
Bayridge Secondary School and Family of Schools .....	22
Ernestown Secondary School and Family of Schools .....	22
Frontenac Secondary School and Family of Schools .....	23
Granite Ridge Education Centre and Family of Schools .....	23
Kingston Secondary School and Family of Schools .....	23
LaSalle Secondary School and Family of Schools .....	23
Loyalist-Collegiate Vocational Institute and Family of Schools.....	23
North Addington Education Centre and Family of Schools .....	24
Napanee District Secondary School and Family of Schools .....	24
Sydenham High School and Family of Schools.....	24
LDSB Buildings .....	24
Level 1 School Information and Follow Up* .....	25
Level 2 School Information and Follow Up .....	25

Prepared by the Limestone District School Board (LDSB) Accessibility Planning Committee

In Accordance with Accessibility for Ontarians with Disabilities Act, 2005, and the Integrated Accessibility Standards Regulation

This publication is available through the LDSB’s website at [limestone.on.ca/accessibility](https://limestone.on.ca/accessibility).

Contact: LDSB Education Centre, 220 Portsmouth Ave., Kingston, ON, K7M 0G2  
613-544-6920

Reviewed: January 2026

Reformatted: May 2025

**Limestone District School Board**

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

See Yourself in Limestone

## LDSB's Intention, Mission, Vision, and Values

### Our Intention:

To make a positive difference in the lives of every student, in every classroom, in every school.

### Our Mission:

To make a positive difference in the lives of the students we serve by empowering every student with the essential skills to shape their future, be lifelong learners, and contribute meaningfully to an interconnected, inclusive, and evolving world.

### Our Vision:

For all students, families, and staff to feel they belong within Limestone: a system that understands and supports learners' strengths, needs, and preferences; inspires their hearts and minds; and nurtures hope for the future success of every student, in every classroom, in every school.

### Our Values:

Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all students at high levels. Our core values are critical to achieving our priorities as outlined in our mission and vision.

**Adaptability**

**Community**

**Creativity**

**Empathy**

**Equity**

**Integrity**

**Respect**

## 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, 2001*.

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 (LDSB) Accessibility Committee has decided to include our work on these standards in our Multi-Year plan. See K-12 Education Accessibility Standards.

The Multi-Year Accessibility Plan describes the measure that the board will take over the three-year period from January 1, 2026, to December 31, 2029, 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 LDSB 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](#), as well as the Board's Mission, Vision, and Values.

## B. Objectives

This plan:

- Describes the process by which the LDSB will identify, remove, and prevent barriers.
- Reviews recent efforts to remove and prevent barriers.
- Describes the measures LDSB will take during the period of January 1, 2026, to December 31, 2029, to identify, remove, and prevent barriers.
- Describes how LDSB will make this Multi-Year Accessibility Plan available to the public.
- Makes a commitment to provide an annual status report on the board's implementation of the Multi-Year Accessibility Plan.
- Makes a commitment to review and update this Multi-Year Accessibility Plan at least once every three 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 interest holder groups, as deemed appropriate. The LDSB 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 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;
- Continually communicate to students, staff, caregivers and the public on the importance of universal accessibility and providing a means to communicate concerns and input on an ongoing basis.
- 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;
- 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 LDSB to meet these commitments.

## D. Description of the LDSB

The LDSB 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 district serves more than 20,500 students in 55 schools and five 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
Bill Cunningham	Safety and Contract Compliance Officer, Tri-Board Transportation	<a href="mailto:cunninghamb@triboard.ca">cunninghamb@triboard.ca</a>
Jeremy DaCosta	CEO, Tri-Board Transportation	<a href="mailto:dacostaj@triboard.ca">dacostaj@triboard.ca</a>
Matt Aylsworth	Special Education Coordinator, Accessibility Lead, LDSB	<a href="mailto:aylsworthm@limestone.on.ca">aylsworthm@limestone.on.ca</a>
Sara Ruta	Vision Support Teacher, LDSB	<a href="mailto:rutas@limestone.on.ca">rutas@limestone.on.ca</a>
Charlyn Downie	Assistant Manager of Facility Services, LDSB	<a href="mailto:downiec@limestone.on.ca">downiec@limestone.on.ca</a>
Scot Gillam	Superintendent of Curriculum & Program Services: Student Support Services & and Indigenous Education, LDSB	<a href="mailto:gillams@limestone.on.ca">gillams@limestone.on.ca</a>
Steve Hedderson	Associate Superintendent Human Resources LDSB	<a href="mailto:heddersons@limestone.on.ca">heddersons@limestone.on.ca</a>
Mike Blackburn	Associate Superintendent, ITS & Continuing Education	<a href="mailto:blackburnm@limestone.on.ca">blackburnm@limestone.on.ca</a>
Deborah Thompson	Principal, Educational Services, LDSB	<a href="mailto:thompsond@limestone.on.ca">thompsond@limestone.on.ca</a>
Susanna Jurkowski	Principal, Amherstview PS, LDSB	<a href="mailto:jurkowskisd@limestone.on.ca">jurkowskisd@limestone.on.ca</a>
Jessi Lalonde	Special Education Coordinator, LDSB	<a href="mailto:lalondejes@limestone.on.ca">lalondejes@limestone.on.ca</a>
Carrie Moore	Principal, LDSB, GREC	<a href="mailto:mooreca@limestone.on.ca">mooreca@limestone.on.ca</a>
Yusuf Abdulkareem	Human Rights and Equity Advisor	<a href="mailto:abdulkareemy@limestone.on.ca">abdulkareemy@limestone.on.ca</a>
Haley Clark	SEAC Representative – Autism Ontario	<a href="mailto:haley.clark@queensu.ca">haley.clark@queensu.ca</a>
Katrina Coulas	Member at Large	<a href="mailto:Katrina_748@hotmail.com">Katrina_748@hotmail.com</a>
TBD	Vision Loss Rehabilitation Ontario	

TBD	Canadian Hearing Services	
Kait Rainey-Strathy	Classroom Teacher, École Maple PS, ETFO, LDSB	<a href="mailto:raineystrak@limestone.on.ca">raineystrak@limestone.on.ca</a>
Maddie Crothers	Communications Officer, LDSB	<a href="mailto:crothersm@limestone.on.ca">crothersm@limestone.on.ca</a>
Allison Grange	Communications Officer, LDSB	<a href="mailto:grangea@limestone.on.ca">grangea@limestone.on.ca</a>
Rachel Doornekamp	Physiotherapist, KidsInclusive	<a href="mailto:rachel.doornekamp@kingstonhsc.ca">rachel.doornekamp@kingstonhsc.ca</a>

### F. Strategy for Prevention and Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessible environments inform all policies, programs, procedures, and services of the LDSB. Through the annual Accessibility Plan status report process implemented under the AODA, 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 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 ( <a href="#">Accessibility Feedback Form</a> ) and for employees through individual requests for accommodations (HR accommodations plans and emergency response plans	Spring and Fall 2023  Ongoing



	Public and Employee Consultation on the 26-29 Multi-year Plan	Fall 2025
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.  Use of Facilities Improvement Plans (FIPs) as possible accommodation supports. Accessibility Reviews for schools classified as Level 1	Ongoing
Creation of LDSB Accessibility Standards	Create sub-committee of the Accessibility Committee to work with Facilities and SZA architect on the creation of LDSB specific standards	Initiated Winter 2026

## H. Recent Barrier Removal Achievements – School/Buildings

As required by the AODA, 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-K-12 Accessibility Standards 2025-2026](#)). 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
Centennial	Playground Access Improvements	Completed
Elginburg	Additional Automatic operators installed	Completed
Ernestown	Accessibility improvements – bus lane and entrance	In Progress
FSS	Washroom Partition Extensions	Initiated
JG Simcoe	Fully accessible and barrier free washroom	Completed
KLC	Accessible Exterior Paths	Completed

LDSB Multi-Year Accessibility Plan – 2026-2029

See Yourself in Limestone

JR Henderson	Additional automatic door openers	Requested
KSS	Railings added for accessibility	Completed
Lancaster	Additional Accessible parking spot	Requested
LaSalle	Additional automatic door openers added	Completed
Lord Strathcona	K yard improvements	Completed
Molly Brant	Additional Automatic Door Openers	Completed
Perth Rd	Additional Automatic Door Openers	Completed
Rideau Heights	Elevator addition	Completed
Southview	Additional Automatic Door Openers	Completed
Sydenham HS	Visual fire system	Completed
Storrington	Investigating accessibility improvements	Initiated
Sydenham HS	New elevator needed	Construction
Sydenham PS	Visual alarm system	Completed
Tamworth	Accessibility design study	In Progress
WJ Holsgrove	Concrete Improvements for Accessible entrance	Created

## 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	2015

manner to persons with disabilities. (Consider access to Board Meetings/school events)	
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 timeframe Update website to be in compliance with AODA expectations Incorporate K-12 Education Accessibility Standards as able	January 2023 September 2024 Ongoing
Consultation completed for the 2026-2029 Multi-Year Plan Incorporate K-12 Education Accessibility Standards as able 2026-2029 Multi-Year Plan finalized and uploaded to Board website Initiation of LDSB Accessibility Standards Sub-Committee	Fall 2025 Ongoing Spring 2026 Winter 2026

**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 AODA identified specific requirements to achieve accessibility in the areas of:

- Customer Service
- Design of Public Spaces
- Information and Communications
- Employment
- 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	May 2018	Accessibility Planning Committee	Completed

		related to accessibility.			
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 January 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 anticipation of conforming to WCAG, 2.0, Level AA standards (excluding live captions and audio descriptions)	Ongoing preparation for January 1, 2021	Information Technology/ Communications	Ongoing
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. colour 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	January 1, 2020	Accessibility Planning Committee	Completed

LDSB Multi-Year Accessibility Plan – 2026-2029

		conversion-ready format of digital or multimedia 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. colour contrasting throughout school, accessible, barrier-free washrooms, elevator, accessible	2019-2020	Facility Services, Educational Services	Completed



		signage, FM systems)			
--	--	----------------------	--	--	--

## 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, 2.0, Level AA standards (excluding live captions and audio descriptions)	January 1, 2021 deadline	Information Technology/ Communications	Completed
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. colour contrasting throughout school, accessible, barrier-free washrooms, elevator, accessible	2020-2021	Facility Services, Educational Services	Completed

		signage, FM systems)			
--	--	----------------------	--	--	--

## 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	Completed
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. colour 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	School audits with students,	September 2022	Accessibility Planning	Ongoing

LDSB Multi-Year Accessibility Plan – 2026-2029

	Start with secondary sites	staff and possibly community members  Create the forms and share with Secondary Ps		Committee, Secondary Principals	
--	----------------------------	--	--	---------------------------------	--

### 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	2023-24	Facility Services	Ongoing

		Improvement Plans (FIPs) and Accessibility Reviews to ensure accessibility to the fullest extent at all school sites and board offices			
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 Educational Services leadership team	Ongoing

**2024-2025**

Barrier Type	Location	Action	Effective Date	Accountability	Status
Systemic/Physical and Attitudinal	Board-wide Start with secondary sites	School audits Pilot use of one-page “look fors” with both	September 2025	Accessibility Planning Committee, Secondary and	Implement in October 2024



		elementary and secondary schools		Elementary Principals	
Information and Communication – Technology	Board-wide	Implementation of new LDSB website in compliance with AODA standards	September 2024	Committee, Communications team, Accessibility Lead, Senior Staff	Completed
		Explore captioning options for Board, EPOC, SEAC, ESAC and PIC meetings	September 2024		In progress
		Digital accessibility videos on Communications myLDSB site	Fall 2025		In progress
Physical	Board-wide	Continue to use work orders identified as Accessible orders to track and monitor projects and work across the system  Site-by-site review to ensure accessibility levels are accurate – corresponding updates made to chart and work orders created	2024-25  Continue with sites not reviewed in 2023-24	Facility Services, Accessibility Lead, Superintendent responsible for Accessibility	Ongoing  Ongoing
Systemic	Board-wide	Continue to incorporate appropriate and attainable features of the K-	2024-25	Accessibility Planning Committee, Educational	Ongoing

LDSB Multi-Year Accessibility Plan – 2026-2029



		12 Education Accessibility Standards with a focus on UDL and DI  Roll out student friendly IEP guides and family-friendly IPRC video	September 2024	Services, Program Team	Fall 2024
Attitude	Board-wide	Create and maintain a network of staff with disabilities	September 2024	Accessibility Lead	In progress

**2025-2026**

Barrier Type	Location	Action	Effective Date	Accountability	Status
Systemic/Physical and Attitudinal	Board-wide	School audits	September 2025	Accessibility Planning Committee, Principals	Ongoing
		Communication Plan	Spring 2026	SO, Comms	Initiated
Information and Communication – Technology	Board-wide	Continue to explore captioning options for Board meetings	September 2025	Accessibility Committee, Communications	Ongoing
		Library of Digital Accessibility videos	September 2025	Communications, Educational Services	Ongoing
Physical	Board-wide	Continue to use work orders identified as Accessible orders to track and monitor projects	2025-26	Facility Services, Accessibility Lead, Superintendent responsible for Accessibility	Ongoing



		and work across the system  Playground Accessibility Audits	Begin with a prioritized list in Fall 2025	Accessibility Committee sub-committee, Accessibility Lead and SO	January 2026
Systemic	Board-wide	Continue to incorporate appropriate and attainable features of the K-12 Education Accessibility Standards	2025-26	Accessibility Planning Committee, Educational Services, Program Team	Ongoing
Physical	Board-Wide	Creation of LDSB Accessibility Standards	September 2026	Accessibility Lead, Facility Services, Accessibility Planning Committee	In Progress
Attitude	Board-wide	Create and maintain a network of staff with disabilities	September 2025	Accessibility Lead, SO responsible for Accessibility	In progress
	Board-wide	Add students and staff with disabilities to Accessibility Committee	September 2025	Accessibility Lead, SO responsible for Accessibility	September 2025
	Board-wide	Staff, student and public consultation on the 26-29 Multi Year Accessibility Plan	Fall 2025	Accessibility Lead, SO responsible for Accessibility	Ongoing – Plan due in January 2026
	Board-Wide	Accessibility Review for Event Planning Communication	Spring 2026	SO, Administrators, Communications	Initiated



## 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 SEAC, the Accessibility Planning Committee, and other interest holder groups as deemed appropriate

## K. 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. 31319  
Email: [accessibility@limestone.on.ca](mailto: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
	<p>Building is not currently accessible. Further information available at the end of Appendix A identifying the issue and plans to address if feasible</p> <p>**</p>	<p>Building is accessible but requires some modifications, i.e., access to various levels within the school, stage or second floor, lower levels, court yards</p> <p>Door modifications may also be required</p>	<p>Building is fully accessible</p> <p>There may be specific adjustments for students but building as a whole is accessible for students, staff, and public</p>

### 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"> <li>• Lack of barrier-free washroom</li> <li>• Recent work done to improve access to main entrance (slope and proper sized doors along with automatic opener)</li> </ul>
Rideau Public	<ul style="list-style-type: none"> <li>• Challenges to school entry as well as moving between levels of the school</li> <li>• One barrier-free washroom that is not accessible from all levels of the school</li> <li>• An Accessibility Review has been added to their Facilities Improvement Plan (FIP)</li> </ul>
Sydenham Public	<ul style="list-style-type: none"> <li>• Front and back entrances are not accessible</li> <li>• Washrooms are located in the basement – not accessible</li> <li>• Stairways are not wide enough for a wheelchair lift</li> <li>• Major retrofit or addition required for accessibility</li> <li>• An Accessibility Review has been added to their Facilities Improvement Plan (FIP)</li> </ul>
Storrington Public	<ul style="list-style-type: none"> <li>• Split level entrance</li> <li>• Barrier-free washroom on main level only</li> <li>• Accessibility Review has been added to their Facilities Improvement Plan (FIP)</li> </ul>
Newburgh	<ul style="list-style-type: none"> <li>• Barrier-free washroom</li> <li>• Automatic door openers at opening</li> <li>• Accessibility Review has been added to their Facilities Improvement Plan (FIP)</li> </ul>

## Level 2 School Information and Follow Up

Currently on hold while LDSB Standards are being developed.