



Turtle River School Division Accessibility Plan

CONTENTS

PART 1 – Baseline Report

- A. Overview of Programs and Services**
- B. Accessibility Achievement**
- C. Accessibility Barrier**

PART 2 – Accessibility Plan

- A. Statement of Commitment**
- B. Policies**
- C. Actions**

Part 1 - Baseline Report:

<p>A. Overview of Programs and Services</p> <p>Mission Statement: “The Turtle River School Division will focus on meeting the overall needs of its students. In doing so, the Board will maximize the use of specialized programs and facilities to provide the greatest opportunities for student learning and growth. The implementation of these programs is guided by goals that assist students to reach the high degree of self-actualization necessary to become self-sufficient contributing members of society.”</p> <p>Turtle River School Division is located in the Parkland region of Manitoba. In total, the division includes seven schools that vary in grade and programming. There is a Kindergarten through Grade 12 school in Alonsa, Glenella, McCreary, and Ste. Rose du Lac and a Pre-Kindergarten through Grade 8 French Immersion school in Laurier. As well as, two schools that are located on the Hutterian Colonies of Grass River Colony and Parkview Colony. There are approximately 625 students throughout the Division.</p> <p>As part of the school environment, the public access the schools and other school buildings for many different events such as Christmas Concerts, Awards Ceremonies, Parent/Teacher Conferences, Public Consultation meeting, and various extra-curricular events. Schools are an integral part of our small community and with our <i>Use of School Facilities Policy</i>; public groups access our facilities outside the regular school day.</p>	<p>B. Accessibility Achievements</p> <p>Turtle River School Division Accessibility Committee conducts annual school tours of each work site. During these tours, the committee has/will identify barriers, plan follow up meetings to address the barriers, and prepare a plan to address and remove or modify the barrier. We also welcome special requests that are our forward to us via the online form or our student services department if needed a special meeting is set up to discuss the individual needs is to be included in the students' IEP (Individual Education Plans.) The Education Funding Branch, works together with the division to improve and obtain reasonable levels of accessibility to our schools on any new builds or remodels.</p> <p>Accessibility Achievements Include:</p> <p><u>Customer Service</u></p> <ul style="list-style-type: none">• All staff completed respect in school and accessibility training• Make reasonable accommodations for staff, students and the public when requested• Provide accessibility request form online, to assist in identifying concerns/requests and give feedback.• Assist and support staff in understanding and promoting inclusive education practices• Clinical staff (Social Work, Phycologists, Speech and Language pathologists) work as school team members to support student program planning, families and staff capacity building.• Student Service Policy developed to provide clear directions on adaptation and accommodation to students with disabilities. <p><u>Employment</u></p> <ul style="list-style-type: none">• Support accessibility accommodations for all staff as required• Maintain an inclusive view in hiring process• Employees have access to Employee Assistance Programs (EAP) and return to work supports.
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Information & Communications

- When requested we provide information and communication through a communication support or accessible format.
- Available to all staff FM transmitters when requested
- We provide a language translation on our website
- Software is provided such as, but not limited to Office 365, Windows 10 & 11, Microsoft Team, Microsoft Read Aloud, Adobe, Seesaw to support students and teacher's accessibility needs
- Website descriptive text and alternate text has been added throughout the website
- Additional students' devices have been provided to meet individual student's needs (resource students, speech iPads)
- Access to mobile computing devices, i.e. laptops, Chromebooks, iPads, etc, including remote internet access to families in need
- Computer projection devices are in school classrooms. Approximately 90% of existing school classrooms have access to projection devices.
- Provide access to school division devices which support touch, text to voice, and translation tools.

Transportation

- Provide transportation including accessibility bussing when necessary for students with individual needs to and from school as well as special activities.
- Additional staff, such as Educational Assistants assigned when necessary for the transfer of students.

Physical Environment

- Automatic door openers on the main doors at every public school within the divisions
- Specialized furniture is available and has been provided for students as needed
- One fully functional new grooming room in the school with needs
- Some door handles changed over to lever style

C. Accessibility Barriers

After conducting the assessment of our buildings and communication practices, the cost of implementing accessibility standards to make Turtle River School Division's facilities barrier-free will be the greatest problem. Declining enrolment in most of our schools can be challenging to our financial management to justify and deliberate on investing any significant changes to some of our less utilized buildings. A list has been created of identified barriers and ranked in order of greatest importance; this will be used to work towards removing barriers. Short term strategies may be implemented until permanent solutions can be funded. This list will be ongoing as new barrier are identified.

Barrier include but limited to: (no particular order)

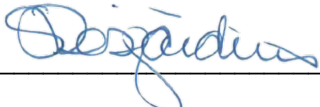
- All washrooms in every build be accessible
- Accessibility designated parking spots for staff and public in all locations
- Counter height and door widths to all main office/reception area
- Division Office is not accessible
- Signage/school related documents (Ensure new signage meets basic accessibility requirements such as plain language, use of graphic symbols, contrasting colors, raised tactile lettering for easier readability)
- Barrier free access to grounds and sports fields on division property
- Staff time and resources to update documents both online and print (Division & School)

Part 2 – Accessibility Plan:

A. Statement of Commitment		
<p>Turtle River School Division is committed to ensuring equal access and participation for all people, regardless of their abilities. We are committed to identify, remove, and prevent barriers to people with disabilities who work, learn, and participate in the school board community and environment. This includes, but is not limited to, students, staff, parents, guardians, volunteers, and visitors to the Board and its schools, in accordance with the requirement of <i>The Accessibility for Manitoba Act</i>.</p> <p>We are committed to meet and adhere to the five standards addressed in the Accessibility for Manitoba Act.</p> <ol style="list-style-type: none"> 1. The Accessibility Standard for Customer Service 2. The Accessibility Standard for Employment 3. The Accessibility Standard for Information and Communication 4. The Accessibility Standard for Transportation 5. The Accessibility Standard for the Design of Public Spaces 		
B. Policies		
<ul style="list-style-type: none"> • Turtle River School Division have review all programs, services, and new initiatives to support provincial accessibility expectations. • Turtle River School Division will make information available in an accessible format or provide communication support to people with disabilities in a way that considers their disability. • We have a range of policies and administrative procedures that support accessibility, all of which can be easily accessed on our website at the following link: <ul style="list-style-type: none"> • http://www.trsd.ca/board-governance-policy-manual.html • http://www.trsd.ca/administration-procedures.html 		
C. Actions		
Actions	Strategies/Initiatives	Expected Outcomes
1. Establish an Accessibility Committee	<ul style="list-style-type: none"> • Appoint an accessibility coordinator and committee members • Meet regularly to review initiatives and discuss accessibility goals. • Provide an accessibility request form to identify areas of concern 	<ul style="list-style-type: none"> • Members participate in developing, implementing, and updating the plan. • Bring more awareness to staff, student and all stakeholders
2. Provide staff/student with awareness training	<ul style="list-style-type: none"> • Continuously train administration and staff to increase awareness of accessibility barriers. • Organize training and information sessions. 	<ul style="list-style-type: none"> • Staff and students will have greater knowledge of accessibility barriers, making them easier to identify so the barrier can be properly addressed. • Accessibility issues that arise will be forwarded to the Working Group.
3. Provide information in an accessible format, proactively and upon request.	<ul style="list-style-type: none"> • Identify the needs of the visually impaired on all communications including Division and School websites. • IT ensures web applications and websites are in compliance with accessibility requirements under the WCAG 2.1 Level AA guidelines. 	<ul style="list-style-type: none"> • Written and electronic communication from schools or the division is accessible to all. • The divisional and school websites are available in accessible formats. • Continue to communicate the Accessibility Request Form. Ensure the form is easy to find on the website. Provide a timely response to needs identified.

Actions	Strategies/Initiatives	Expected Outcomes
4. Identify, modify, and/or remove any architectural barriers.	<ul style="list-style-type: none"> • Perform an initial site visit to all division locations to identify barriers as well as yearly visits to identify any new barriers. • Create a list of identified barriers and establish a plan to address the barrier as feasible with budget limits and time restraints. • New and renovation construction projects will have accessibility barriers considered. 	<ul style="list-style-type: none"> • Physical barriers will be overcome. Modified, short-term solutions may be the best outcome until funding for a long term solution is in place. • Continue to communicate the Accessibility Request Form. Ensure the form is easy to find on the website. Provide a timely response to needs identified.
5. Provide accessibility options for public meeting and events.	<ul style="list-style-type: none"> • Create accessibility taglines on all public information documents to give people with disabilities relevant information on who to contact for accommodations. • Plan public events and meetings to occur in locations that are already accessible. 	<ul style="list-style-type: none"> • Public meetings and events at the Division or any of its locations will include all public members regardless of any disability or impairment.
6. Offer transportation to those with disabilities.	<ul style="list-style-type: none"> • The Accessibility Committee and Transportation Supervisor will work together to identify and address any accessibility needs on the School Buses. 	<ul style="list-style-type: none"> • All students will participate in field trips and daily transportation will be available if needed.
7. Be conscious of accessibility during the employment process.	<ul style="list-style-type: none"> • The Division will notify its current and future employees along with the public about the availability of accommodations for new-applicants with disabilities during the hiring and recruitment process. 	<ul style="list-style-type: none"> • All work places within the division will be positive and diverse.
8. Establish an accessibility monitoring program	<ul style="list-style-type: none"> • Document progress on the accessibility plan • Develop and review existing procedures and policies that will increase accessibility • Work with the accessibility committee to communicate the processes to staff and the community. 	<ul style="list-style-type: none"> • Senior administration will monitor progress supporting the effective implementation of the Accessibility for Manitobans Act • We continue to consult with people with disabilities for determining barriers and how to overcome them • We continue to consult Manitoba Accessibility Office to improve our plan and remove barriers in accordance with the AMA • Accessibility Plan posted on website

Contact Person: Shannon Desjardins, Secretary Treasurer
Phone: (204) 835-2067 x 203
Email: shannon@trsd.ca

Signature:  _____ Date January 29, 2025