

# Accessibility Plan - Template

Name of Organization: **Rolling River School Division**

## Part 1: Baseline Report

Provide an analysis of the types of barriers Manitobans may face in accessing your programs, facilities, and services. Highlight those that are most significant to your organizational mandate and to the public.

<b>Overview of Programs and Services</b>
<b>Provide a general description of your organization's programs and services, emphasizing those targeting the public.</b>
<p>Rolling River School Division includes four high schools, eight elementary schools, five colony schools and an Adult Learning Centre. The 17 schools provide service to the communities of Douglas, Forrest, Rivers, Rapid City, Minnedosa, Oak River, Rolling River First Nation, Erickson, Sandy Lake, and Onanole. The Division Office is located in Minnedosa, Manitoba.</p> <p>The public accesses our schools for concerts, open houses, teacher/parent conferences, workshops, and extra-curricular activities. The Board works toward ongoing improvements in accessibility for students, staff, volunteers, parents and members of the public who may use our facilities. The Board is committed to accessibility for persons with disabilities and meeting the obligations under the Accessibility for Manitobans Act.</p>

<b>Accessibility Achievements</b>
<p>Summarize the steps already taken by the organization to achieve accessibility. What, if any policies, promote accessibility of your organization by the public and by staff affected by accessibility barriers?</p>
<p><b>Connection to RRSD Strategic Plan Priorities:</b></p> <p>The Rolling River Strategic Plan incorporates the Philosophy of Inclusion and our conduct will be in accordance with the following Belief statements:</p> <ul style="list-style-type: none"><li>• All students have the ability to learn and achieve success.</li><li>• All students are unique and learn in different ways.</li><li>• All students are valued for their individual gifts, talents and diversity.</li><li>• All students can conduct themselves in an ethical manner.</li><li>• All students can positively influence their world.</li></ul> <p>Long-standing practice of ensuring that students have equitable access to assistive technology within the school curriculum and providing support to staff in the integration of that technology into their instructional plans to accelerate learning for our diverse population. (1:1 devices, voice amplification systems, ergonomic aids))</p>

Community and regional partnerships (both formal and informal) that support a wide range of student needs (e.g. Children's Therapy Initiative, Unified Referral and Intake System, Regional Child Welfare agencies, Mental Health, Public Health, service clubs, Parent-Child Connection, day care and nursery schools, Addictions Foundations of Manitoba, Manitoba Adolescent Treatment Centre Neurodevelopmental Outreach Program, Child and Adolescent Treatment Centre, apprenticeship and work placements).

Divisional Informational Technology, Literacy and Numeracy Coaches providing leadership to improve instruction and student learning.

Maximize student achievement through Student Specific Planning.

The Board has been and will continue to support transportation plans for students with disabilities.

A focus on teaching for diversity to include instructional strategies, materials and assessment.

Routine collaboration between Director of Student Services, Director of Instruction Curriculum and Technology, Secretary Treasurer and Superintendent to identify needs and supports required for program accessibility.

Construction projects have been completed to address accessibility issues such as ramps, handrails, automatic door openers, washroom improvements etc.

**RRSD Policies to Support Accessibility:**

- Student Transportation for Program Not Offered EEAA/B/P
- HARASSMENT PREVENTION GBCB/P
- Leave of Absence GCBD/R (for staff)
- Student Services – Appropriate Education IGB/P
- Student Services – Clinical Services IGBA/P
- Student Services – Dispute Resolution IGBC/P
- Students with Anaphylaxis J H CA/P
- Administering Medication to Students JHCD/P
- Reporting a Child in Need of Protection JHF/P
- Student Grade Level Placement: Kindergarten to Grade 8 IKE/P
- Student Assessment and Communication of Student Achievement IKAA/P

**Barriers to Accessibility**

List barriers Manitobans may face in accessing your programs, facilities and services. Highlight those that are most significant to your organizational mandate and to the public.

What organizational policies may inadvertently create barriers? Are there any temporary barriers which may be created by renovations or computer software upgrades that could create accessibility barriers?

Barrier Type	Example
Architectural and Physical	Round door knobs, doorways that are too narrow for a person in a wheelchair or scooter.
Information and Communication	<p>Document print that is too small for persons with visual disabilities to read.</p> <p>Using complex terminology when speaking to the public.</p> <p>Documents not in accessible formats eg. Braille</p>
Awareness/Attitudinal	<p>Underestimating the abilities of persons with disabilities.</p> <p>Forgetting to apply universal design principles in planning.</p>
Policies and Procedures	Policies and Procedures will be updated in a timely manner with universal design and accessibility principles in mind.
Financial /Resource	Costly to upgrade and retrofit aging buildings for accessibility.

## Part 2. Accessibility Plan

Statement of Commitment
<p>The Rolling River School Division Board is committed to meeting the requirements of the Accessibility for Manitoba Act and improving environment and program access in all its schools/facilities to promote independence, dignity and respect for students, parents/guardians, staff and public. Rolling River School Division planning and programming is guided by the Manitoba Philosophy of Inclusion:</p> <p><i>Manitoba Education is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.</i></p>

Policies:
<ul style="list-style-type: none"> <li>• Community Engagement in Education Decision Making ABA/P</li> <li>• Respect for Human Diversity AC/P</li> </ul>

## Actions

Action 1	
Initiatives/Actions	Expected Outcomes
<p><b>Policies and Procedures :</b></p> <ul style="list-style-type: none"> <li>• Develop an Accessibility Policy.</li> <li>• Develop a policy for Use of Service Animals</li> <li>• Existing Policies and Procedures to be updated in a timely manner with principles of universal design and accessibility in mind.</li> <li>• Develop a process for allocation of Low Incidence Block Funding resources provided by Manitoba Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Policy developed and approved for Governance.</li> <li>• Policy developed and approved for Governance.</li> <li>• Revise existing policies with principles of universal design and equality of opportunity.</li> <li>• Build staff awareness of policies.</li> <li>• Consider the effect of Board policies and procedures on persons with disabilities by requesting their feedback.</li> <li>• Low Incidence Block Funding process developed and implemented in all schools.</li> </ul>
Action 2	
Initiatives/Actions	Expected Outcomes
<p><b>Architectural and Physical Environments</b></p>	<ul style="list-style-type: none"> <li>• Environmental Standards for accessibility will be incorporated into new construction and renovations.</li> <li>• Capital plan/projects approved by the Ministry will include accessibility improvements.</li> </ul>
Action 3	
Initiatives/Actions	Expected Outcomes
<p><b>Awareness/Attitudinal</b></p>	<ul style="list-style-type: none"> <li>• Increase awareness by incorporating accessibility and equality information into curriculum to support the inclusion of people living with disabilities.</li> <li>• Continue to communicate responsibilities to transportation providers, students, staff and parents on health care plans.</li> <li>• Provide access to alternative formats and communication supports when required.</li> <li>• When planning workshops, ensure venue accessibility and communication supports are considered and available if required.</li> <li>• Continuously observe and strive to remove/address accessibility barriers.</li> </ul>

Action 4	
Initiatives/Actions	Expected Outcomes
<p><b>Information and Communication</b></p>	<ul style="list-style-type: none"> <li>• Develop a meeting/event planning checklist to ensure special requirements can be identified and provided when required (dietary considerations, alternative formats, communication supports). Refer to <i>Disability Accommodations Checklist</i> provided by Manitoba Disabilities Issues office.</li> <li>• Use the checklist provided by Disabilities Issues office to visit schools and establish baseline information/status for accessibility.</li> <li>• Form a RRSD Accessibility Team to schedule school visits and monitor progress toward fulfilling the Accessibility for Manitoba Act.</li> <li>• Schedule annual Accessibility Team meetings to monitor progress.</li> </ul>

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