



AP 1-311 – ACCESSIBILITY PLAN UPDATE

BASELINE REPORT

Western School Division is located in Morden, Manitoba, Canada, a prosperous community in South-Central Manitoba adjacent to the United States border. Western School Division operates a system of four schools and an adult education centre that serves the City of Morden and a rural area of approximately 400 square kilometres. Our student population is composed of over 2100 students, both urban and rural. Western School Division is committed to an educational philosophy that recognizes the fundamental equality of all people. Respect for diversity – individual's characteristics and abilities – and the process of making education reflect a belief of the fundamental equality of all people is woven into the everyday learning environment. It supports and facilitates acceptance, respect, and appreciation for all people and their individual characteristics and abilities. Western School Division is committed to continually improving on and meeting the diverse needs of all learners – customers and clients – by identifying, removing, and preventing barriers that discourage accessibility.

STATEMENT OF COMMITMENT

The Western School Division is committed to ensuring equal access and participation for all society members, including staff, students, and people with exceptional needs. We are committed to treating all people in a way that allows them to maintain their dignity and independence. We believe in inclusion. We are committed to meeting the needs of people who face accessibility barriers by identifying, removing, and preventing these barriers while meeting the Accessibility of Manitobans Act's requirements.

ADMINISTRATION AND PROCEDURES

Accessibility Coordinator

Responsible for coordinating accessibility initiatives.

Accessibility Committee

Responsible for representing various branches and/or functions within the organization and participating in the development of the Accessibility Plan and Procedures.

Timeframes Legend:

- **Completed**
- **Ongoing**
- **Short Term - (Completion expected within 12 Month)**
- **Mid Term - (Completion expected in 1 to 3 Years)**
- **Long Term - (Completion expected in 3 to 5 Years)**

Procedures

The Western School Division developed and adopted the following procedures to identify, remove, and prevent potential barriers while addressing inclusion and providing resources.

AP - 1-300 Respect for Human Diversity and Equity Education



- AP - 1-310 Accessibility Plan
- AP - 7- 000 Facility and Transportation
- Appendix C Accessibility Request and Feedback

The Western School Division has embedded accessibility hiring practices in its recruitment process and is currently working on developing the Western School Division Accessible Employment Procedure in accordance with the Accessibility for Manitobans Act and Accessibility Standards for Employment.

Almost all Western School Division properties are wheelchair accessible.

ACTIONS

The Western School Division has implemented the following steps utilizing the principles outlined in the Accessibility of Manitobans Act, namely: **Access, Equality, Universal Design, Systemic Responsibility.**

General Accessibility

Initiatives	Action	Status
Establish an Accessibility Committee	An Accessibility Committee was created to represent various branches and functions within the Division to participate in the development of the Accessibility Plan, Procedure and Policies.	Completed
Assign an Accessibility Coordinator	The Accessibility Coordinator Role was adopted to coordinate the Accessibility Plan initiatives.	Completed
Establish and Maintain an Accessibility Plan	The Accessibility Plan is being developed and posted on the Western School Division's Website.	Completed
Review WSD policies, procedures, programs and practices from a disability perspective	Review current policies and procedures. Develop Accessibility Employment Policy. Develop and address workplace emergency response plans and information for persons with disabilities.	Ongoing Ongoing Ongoing
To implement steps to ensure accessibility during school events/assemblies	The Western School Division will take into account the accessibility for persons with disabilities in the initial stage of organizing any events within our facilities. The barriers will be identified and removed. In the case where identified barriers cannot be removed, alternate access will be provided through assistance, accommodation, or equipment, such as a wheelchair. The public will be informed about the availability of accommodations for people with disabilities so they can attend the events.	Ongoing
Ensure accessible transportation is available for students with disabilities in order to attend school	The Western School Division provides integrated, accessible school transportation for students with disabilities. The Division offers alternative options where existing service is not feasible due to the student's unique condition or safety concern.	Ongoing
Establish the conditions and environment to ensure people that require service animals are welcomed to enter facilities where society	Develop administrative procedures for the use of certified service animals. Develop the training for custodial staff on how to assist people with disabilities using service animals.	Short Term



members are generally allowed.		
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Physical and Architectural

Initiatives	Action	Status
Install elevators or lifts to ensure full or partial access is provided for people with needs.	There are five (5) locations that have been identified within the Western School Division Facilities where elevators or lifts need to be installed. Four elevators and stairlifts were installed in the Ecole Morden Middle School and the Morden Collegiate Institute. There is no access to the 001 room in the basement of Morden Collegiate Institute. The other possible solutions will be considered if the elevator or lift installation is not feasible to implement in the identified location.	Completed Long Term
Identify the areas, exterior entrance or hallways where ramps, additional rails or other solutions are required	The Western School Division has identified the exterior entrance and interior areas where the ramps, additional rails or other solutions are required. Welding shop and Pipe trades both have a 4-inch lip at their entrance door that requires a ramp in order to be accessible. The outdoor classroom at EMMS needs a ramp to be accessible. Three outside ramps were installed with auto door openers in Morden Collegiate Institute. One ramp was installed in the Maple Leaf School building, and all portables are equipped with ramps.	Mid Term Mid Term Completed
Install automatic door opener at the required entrance for accessibility	We identified the multiple automatic door openers that need to be installed within our facilities. Maple Leaf's east entrance has a ramp but needs an auto door opener. It is a student entrance from the huts to the Maple Leaf School Building. The door openers were installed on the main entrance of Maple Leaf, Ecole Morden Middle School, Morden Collegiate Institute and the Division Office.	Ongoing Mid Term Completed
Identify the washroom facilities that require modification to ensure accessibility	The following areas are not wheelchair accessible: Minnewasta – main student, washrooms, Kindergarten room. Maple Leaf – south Kindergarten room, staff washrooms, office washroom, gym change room washrooms EMMS – staff washrooms, east hallway washroom Morden Collegiate – main washrooms on the first and second floor, staff washrooms, locker room washrooms The designated accessible washrooms were identified and equipped in each Western School Division location for persons with disabilities, including Pipe Trades, Welding and Morden Adult Education Center.	Long Term Long Term Completed



<p>Install visibility signs such as visibility strips to the new and existing stair installations.</p>	<p>EMMS east wing fan room requires a stair strip at the top of the stairs. The Grade 8 hallway at the west end needs an elevation change strip because it has a slope. Most public stairways in the Division have some sort of a coloured strip on them. The visibility strips, and other means of installation that help increase the objects' visibility, such as stairs, will be included in further projects as design standards and maintenance activities.</p>	<p>Completed</p> <p>Ongoing</p>
<p>Provide access to the play structure and outside the classroom.</p>	<p>There are several play structures and outdoor classrooms within the Western School Division's facilities. Two play structures were equipped with accessibility at Minnewasta School's playground, and one play structure is accessible at Maple Leaf's playground. There is no available play structure at Ecole Morden Middle School and Morden Colligate Institute.</p>	<p>Long Term</p> <p>Completed</p> <p>Mid Term</p>

Information and Communication

Initiatives	Action	Status
<p>Develop a system to ensure communication is taking place with a person with disabilities, and a barrier is removed.</p>	<p>The Western School Division will adopt communication means in various formats, including subtitles on online video products and messages informing people with disabilities regarding alternative formats available upon request.</p>	<p>Ongoing</p>
<p>Identify the assistive devices used to remove or reduce communication barriers, such as hearing aid technology, descriptive video.</p>	<p>The Western School Division is exploring available technological solutions to assist persons with disabilities (Blind or Vision impaired) such as hearing aid, read speaker, sound field systems.</p>	<p>Ongoing</p> <p>Long Term</p>
<p>Communicate with the public if accessibility becomes temporarily unavailable.</p>	<p>The Western School Division will inform the public (via available means of communication) if accessibility becomes temporarily unavailable. The appropriate signage will be installed at the locations where the temporary barriers exist.</p>	<p>Ongoing</p>
<p>Develop a process to receive feedback and accommodation requests.</p>	<p>The Accessibility Request & Feedback Form is developed under Appendix C of the WSD Accessibility Plan.</p>	<p>Completed</p>

Attitudinal - Systemic

Initiatives	Action	Status
<p>Create and promote a barrier-free culture to ensure access to the services and goods, making sure they are not blocked and are</p>	<p>The Western School Division will develop and communicate projects and programs that promote accessibility and cultural diversity in order to remove attitudinal or systemic barriers within our facilities and increase awareness among our staff members.</p>	<p>Ongoing</p>



available to everyone as intended.		
Develop an Accessible Employment Procedure to remove barriers during the recruitment and selection process.	The Accessible Employment Procedure is being developed. Western School Division has embedded the accessibility practices into the recruitment, selection, and employment processes, informing applicants and WSD employees with disabilities about the availability of accommodations upon request.	Completed
Promote the Return to Work program, providing reasonable accommodations and modified light duties	The Western School Division develops the Return To Work Program that enables employees to be back to work as soon as their situation allows, as they perform duties based on their current capacity with modified light duties.	Ongoing
Ensure access to training is available and that accommodations are provided to people with needs.	The public and staff will be informed about available accommodations, upon request, during the Western School Division's training sessions and within the employee's course of employment.	Ongoing

REVIEW AND MONITORING

Records and Reporting

In compliance with Section 18 of the AMA, the Division will continue to maintain records according to the regulations and make the records available for inspection and examination. These records will be maintained with the Division's Accessibility Action Plan – Appendix D.

Compliance

The Division will deem to have met the accessibility standards:

Customer Service – "when all persons who are reasonably expected to seek to obtain, use or benefit from a good or service have the same opportunity to obtain, use or benefit from the good or service."

Communication – "when communicating with a person who self-identifies as being disabled by a barrier, the communication is done in a manner that takes into account the barrier."

Built environment – "any aspect of its built environment intended to facilitate barrier-free access to the goods or services it provides are available for use in an intended manner."

Monitoring

For 2016, and every second year thereafter, the AMA requires the Division to prepare an accessibility plan that addresses the identification, prevention, and removal of barriers that disables people in the policies, programs, practices, and services. Therefore, this plan will be reviewed biannually.



FEEDBACK

If you have any questions or comments related to this Accessibilities Update Plan, or how we can further improve accessibility, and/or would like to request an alternate format, please contact:

Accessibility Coordinator at 204.822.4448
email: accesswsd@westernsd.mb.ca

Reference:

The Accessibility for Manitobans Act (CCSM C A1.7)
The Accessibility for Manitobans Act – Customer Services Standard Regulation
Respect for Human Diversity and Equity Education
Canadian Charter of Rights and Freedoms
Manitoba Human Rights Code
Public Schools Act
Accessibility for Ontarians with Disability Act Implementation Guide – Integrated Accessibility Standards:
Information and Communications, Employment and Transportation

Adopted: January 9, 2017

Updated: November 30, 2020



Appendix A – GLOSSARY OF TERMS

Accessibility Standard	an accessibility standard prescribed under the <i>Accessibilities for Manitobans Act</i>
Accessible Formats	may include, but not limited to: large print, recorded audio, electronic formats, braille, and other formats usable by persons interrupted by a barrier
AMA	<i>The Accessibilities for Manitobans Act</i>
Assisting Device	examples: cane, power driven or manually operated wheel chair
Barrier	for a person who has a physical, mental, intellectual, or sensory disability, a barrier is anything that interacts with that disability in a way that may hinder the person's full and effective participation in society on an equal basis
Communications	the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received
Communication Supports	may include, but are not limited to: captioning, alternative and augmentative communication supports, plain language, sign language, and other supports that facilitate effective communication
Conversion Ready	an electronic or digital format that facilitates conversation into an accessible format
Duty to Reasonably Accommodate	the requirement, established by <i>The Human Rights Code</i> (Manitoba), to remove barriers up to the point of undue hardship
EE	Employee
ER	Employer
Extranet Website	a controlled extension of the intranet, or internal network of an organization, to outside users over the Internet
Information	includes data, facts and knowledge that exists in any format, including text, audio, digital or images, and that conveys meaning
Service Animal	a service animal as defined in <i>The Human Rights Code</i>



Appendix B – ACCESSIBILITY ADVISORY COMMITTEE MEMBERS

Accessibility Coordinator Viktor Chuyenkov, Human Resources Manager

Accessibility Committee

- Stephen Ross, Superintendent
- Marianne Fenn, Interim Assistant Superintendent
- Allan Toews, Supervisor of Operations
- Roger Worms, Workplace Safety & Health Coordinator
- Parviz Salimi, Director of Information Technology
- Member at Large
- Member at Large



Appendix C – ACCESSIBILITY REQUEST & FEEDBACK FORM

Accessibility Request & Feedback

Personal Information

Name _____

Address: _____

Phone Number: _____

Email Address: _____

Request for Documents in Alternate Formats

Name of Document: _____

School: _____

Event (if applicable): _____

Which format would you prefer?

- Braille
- Audio
- Plain Language
- Large Print: Preferred font size: _____
Preferred font style: _____
- Electronic:
 - Microsoft Word
 - HTML
 - Rich Text
 - PDF
- Other: _____

Request for American Sign Language (ASL) Interpreter or Captioning:

Date Interpreter Required: _____

Duration Interpreter is Required _____

Type of Meeting _____

Comments – Tell us your story

Tell us about your experience - when things go well and when things could have gone better. Your feedback and suggestions are valued

Accessibility Coordinator

Ph: 204.822.4448

email: accesswsd@westernsd.mb.ca