

Turtle Mountain School Division

Accessibility Plan

December 2016



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 you.

A. Overview of Programs and Services

(Provide a general description of the programs and services within your organization, emphasizing those targeting the public).

Turtle Mountain School Division (TMSD) serves students in the communities of Boissevain, Minto, Killarney, as well as four Hutterian colonies including Mayfair, Wellwood, Can-Am, and Holmfield colonies. Turtle Mountain School division is also closely affiliated with the Turtle Mountain Adult Education Centre, which has two campuses, one in Boissevain and one in Killarney. There are approximately 1008 students throughout Turtle Mountain School Division, and a wide variety of programs and activities are offered throughout the school division.

Within Turtle Mountain School Division our mission is to ensure “the students are the focus of all our efforts. The Division strives to provide an education that prepares individuals for a meaningful life in a changing world. We promote a learning environment that begins in the home, continues in the school, and is supported by the community.”

As part of the school environment, the general public access the schools for a variety of events throughout the year including open houses, concerts, awards presentations, parent/teacher conferences, and various extra-curricular events. In addition, through our Use of Facilities policy and procedures various user groups have access to the school facilities for a variety of activities which take place outside of the regular school day. The schools are an integral part of the community, with numerous groups accessing school facilities in the evenings.

B. Accessibility Achievements

(Summarize the steps already taken by the organization to achieve accessibility. Reference policies which promote accessibility of your organization by the public, and by staff and/or students affected by accessibility barriers).

In Turtle Mountain School Division these policies can be located at www.tmsd.mb.ca and include:

- A-11, Workplace Safety and Health
- D-11, Playground Equipment Support
- F-6, New Construction/Building Access
- G-23, Access
- G-24, Appropriate Educational Programming
- I-15, Use of a Certified Service Animal in a School
- K-19, Discrimination

In addition, in Turtle Mountain School Division we are in the process of conducting a review of all schools and worksites within the division. This will include school and divisional administration, our Supervisor of Facilities and Maintenance, school custodians, the Occupational Therapist who provides services to T.M.S.D., as well as school administrators who will have consulted with school staff. This review will be complete by December 31, 2016, and the result will include identifying barriers which we can address in the short term, barriers which we identify as requiring a longer-term solution, as well as the ways in which we will overcome barriers which exist but which have not yet been addressed for financial or other reasons.

C. [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?

The largest barriers that Turtle Mountain School Division faces are cost and time. After performing an initial assessment of the accessibility of all buildings, several accessibility barriers were identified. The largest task will be to upgrade aging facilities and buildings to meet accessibility standards. Another barrier includes communication including accessibility to website information.

Through the school and worksite review we have established a list of the identified accessibility barriers which currently exist. This will serve as a reference point as we work to remove barriers both in the short and long term, as well as identifying ways in which we will develop short term strategies to overcome barriers that will require a longer period of time and/or financial commitment to address.

Part 2, Accessibility Plan

A. Statement of Commitment (Policy Statement)

Turtle Mountain School Division is committed to moving toward equal access and participation for people with disabilities. We are committed to treating people with disabilities in ways that allow them to maintain their dignity and independence. We believe in inclusion. We are committed to meeting the needs of people who face accessibility barriers. We will do this by identifying, removing and preventing barriers aligned with the requirements within the *Accessibility for Manitobans Act (AMA)*, and in accordance with accompanying procedures.

B. Procedures (Actions)

Action	Strategies/Initiatives	Expected Outcome
1. Provide information in an accessible format, both proactively and upon request.	Research alternative formats of electronic communication, including division and school websites, to accommodate disabilities such as visual impairment.	Work to ensure means of either written or electronic communication, both at the division and school level, are accessible to all.
2. Staff awareness and training will be provided.	Administration and staff will receive information and training on an ongoing basis to increase awareness of accessibility barriers.	Accessibility will be a key consideration when planning any renovation or new construction. With an increased awareness and understanding of accessibility barriers throughout the division, any ongoing concerns will be more readily identified and therefore addressed.
3. Removal of Barriers, beginning with those which are most readily achievable from a cost/time perspective.	With the site and school reviews complete, the identified barriers will be reviewed and plans will be established to address barriers as is feasible from a budget and time perspective.	Over time barriers will be overcome, either permanently or on a short-term basis until a long term solution can be funded.
4. Monitor progress on an ongoing basis.	The accessibility plan, including the corresponding list of identified barriers will be reviewed annually. This will include site/school and divisional personnel. We will acknowledge the accomplishments we are able to make and adjust priorities for future years accordingly.	Accessibility barriers identified through our site/school review will be removed on a gradual and ongoing basis, and any newly identified barriers will be included. New barriers will be prevented through any renovation or new construction work.

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