

Accessibility Plan

Updated: January 2023



DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION

Louis Riel School Division

Land Acknowledgement

The Louis Riel School Division (LRSD) brings together a community of schools on the traditional land of the Anishinaabek, Ininewak, and Dakota. Our division is located on the homeland of the Red River Métis. We recognize that Manitoba is also the traditional land of the Anishininwak and Dene.

We respect the treaties made on this land and acknowledge the harms and mistakes of the past and present. We dedicate ourselves to authentic alliances with Indigenous communities in a spirit of reconciliation and cooperation.

The ongoing development of LRSD's land acknowledgement is guided by our Indigenous Council of Grandmothers and Grandfathers, and we thank them for their generosity and collaboration.

La reconnaissance des terres de la DSLR

La Division scolaire Louis-Riel (DSLRL) réunit une communauté d'écoles sur les terres traditionnelles des Anishinaabek, Ininewak et Dakota. Notre division se situe dans la patrie des Métis de la rivière Rouge. Nous reconnaissons que le Manitoba abrite également les terres traditionnelles des Anishininwak et Dénés.

Nous respectons les traités conclus sur ces terres et reconnaissons les préjudices et les erreurs du passé et du présent. Nous nous engageons à créer des alliances authentiques avec les communautés Autochtones dans un esprit de réconciliation et de collaboration.

Le développement continu de la reconnaissance des terres de la DSLR est dirigé par notre conseil autochtone des grands-mères et des grands-pères, que nous remercions de sa générosité et de sa collaboration.

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Introduction

Statement of Commitment

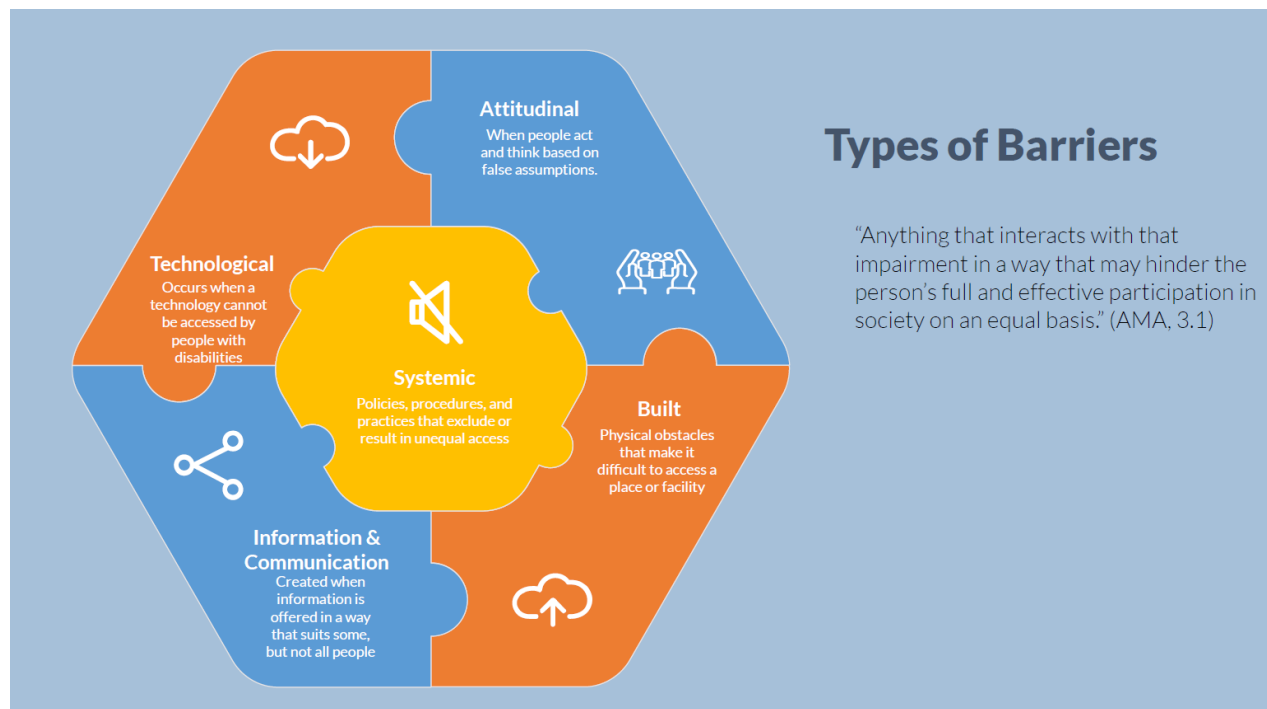
The Louis Riel School Division (LRSD) is committed to ensuring equal access and participation for people with disabilities. We are committed to treating people with disabilities in ways that allow them to maintain their dignity and independence. We believe in inclusion. We are committed to meeting the needs of people who face accessibility barriers. We will do this by identifying, removing, and preventing barriers and by meeting the requirements of The Accessibility for Manitobans Act (AMA).

We are working to ensure LRSD's practices align with Manitoba's accessibility standards which focus on 5 key areas of daily living:

1. The Accessibility Standard for Customer Service (November 2017)
2. The Accessibility Standard for Employment (May 2021)
3. The Accessibility Standard for Information and Communications (May 2024)
4. The Accessibility Standard for the Design of Public Spaces
5. The Accessibility Standard for Transportation

Types of Barriers

For a person who has a physical, mental, intellectual, or sensory disability, a barrier is anything that interacts with that disability in a manner that may hinder the person's full and effective participation in society on an equal basis.



Part 1. Baseline Report

Overview of Programs and Services

LRSD was established in 2002 after the amalgamation of St. Boniface and St. Vital School Divisions. LRSD serves the southeast quadrant of the City of Winnipeg, bordered by Mission Street and Dugald Road to the north, slightly past the floodway to the south, the Red River to the west and by Plessis Road to the east. LRSD also serves portions of the regional municipalities of Springfield and Ritchot.

LRSD has 40 schools including 32 Elementary schools, with 11 offering French Immersion (10 in milieu settings and one in a temporary dual-track setting). There are five English program high schools, two French Immersion program high schools, two Technical and Vocational Facility and two Community Learning Centre. LRSD serves nearly 16,000 students, their families, and our community by more than 1,200 teaching staff and more than 900 support staff. As a public education provider, we offer a full range of programs and services to learners within our schools and board offices.

LRSD is committed to providing quality educational programs and opportunities for its community of learners. LRSD is dedicated to creating a safe, inclusive, and respectful learning environment to support and enable learners to develop the knowledge, skills, and values to reach their full potential.

LRSD is committed to anti-oppressive practices through the identification and elimination of all types of prejudice. We will work tirelessly to review and improve our practices and ways of being with one another to ensure that all voices are heard and reflected in an environment that is safe, positive, healthy, accessible, and inclusive.

Schools across the division are an integral part of the community, with many public groups accessing school facilities outside of school hours as spaces for recreation, and continued learning. Several community partners share our facilities, including the Boys and Girls Club, Special Olympics, EDGE Adult Learning, Zone Settlement Teams, and Peaceful Village, just to name a few.

Accessibility Achievements

The Louis Riel School Division's mission is to provide a safe, inclusive, and engaging environment, where personal and collective learning and growth are valued, and each one of us reaches our full potential.

It is the division's belief that, as much as possible, students and public are accommodated in their chosen school without barriers. LRSD holds inclusion and diversity as core values and strives to nurture a community of learning and well-becoming for all that reflects the diverse aptitudes, abilities, identities and experiences of our communities.

Since publishing the 2017 Accessibility Plan, continued actions to remove barriers from our schools and facilities have been undertaken.

For example, the:

- Installation of an elevator at Windsor Park Collegiate
- Installation of an elevator at J.H. Bruns Collegiate
- Installation of an accessible washroom at Hastings School
- Purchase of two stair crawlers for use in any schools
- Purchase of hearing devices for many schools for use by teachers

- Purchase of hands-free headsets and microphones for teachers who are teaching outside and in large indoor spaces
- Installation of accessible door openers for the West and North entrances at General Vanier School
- Installation of accessible door openers at Windsor Park Collegiate
- Installation of wheelchair ramps at General Vanier School
- Relocation of the LRSD Board Room to make it wheelchair accessible

Several projects have been completed, are in progress or are pending approval from the Manitoba government's Central Services. This list will continue to grow as further upgrades are identified:

School Name	Project Description	Status
Glenwood School	Elevator, Ramp, Automated Door Opener, Universal Change Room	Approved
Collège Béliveau	Automated Door Openers, Ramp, Elevator, Universal Change Room	Completed
École Sage Creek School	Automated Door Openers, Ramp, Elevator and Universal Change Room	Completed
General Vanier School	Universal Change Room	Completed
H. S. Paul School	Universal Change Room	Completed
Hastings School	Elevator, Universal Change Room	Completed
Highbury School	Universal Change Room	Completed
J. H. Bruns Collegiate	Elevator, Universal Change Room, Automated Door Opener	Completed
Minnetonka School	Universal Change Room	Completed
Nelson McIntyre Collegiate	Universal Change Room	Completed
Victor H.L. Wyatt School	Universal Change Room	Completed
Collège Jeanne Sauve	Elevator, Universal Change Room	In progress
Dr. D.W. Penner School	Universal Change Room	Completed
Frontenac School	Universal Change Room	Completed
Marion School	Elevator, Ramp, Automated Door Opener, Universal Change Room, Universal Toilet Room	Completed
Archwood School	Automated Door Openers, Universal Change Room	Pending
Dakota Collegiate	Universal Change Room, Upgrade elevator door to be barrier free, Replace Gymnasium doors to barrier free, Kitchen in SLP Room to support life skills growth and development.	Pending
Darwin School	Automated Door Openers, Universal Change Room	Pending
Dr. D.W. Penner School	Automated Door Opener	Pending
École George McDowell	Automated Door Openers, Ramp and Universal Change Room	Pending
École Guyot	Automated Door Opener, Universal Change Room, Universal Toilet Room	Pending
École Henri-Bergeron	Automated Door Openers, Elevator and Universal Change Room	Pending
École Howden	Automated Door Openers, Universal Change Room	Pending
École Julie Riel	Automated Door Openers, Universal Change Room	Pending
École Marie-Anne Gaboury	Automated Door Openers, Ramp and Universal Change Room	Pending
École Provencher	Automated Door Openers, Ramp, Elevator and Universal Change Room	Pending

École Van Belleghem	Automated Door Openers, Ramp, Universal Change Room	Pending
École Varennes	Automated Door Openers, Ramp, Elevator and Universal Change Room	Pending
Frontenac School	Automated Door Opener	Pending
General Vanier School	Automated Door Opener	Pending
Glenlawn Collegiate	Elevator to access Weight Room, Automated Door Openers, Ramp	Pending
H. S. Paul School	Automated Door Opener	Pending
Hastings School	Automated Door Opener, Ramp	Pending
Highbury School	Automated Door Opener	Pending
Island Lakes Community School	Universal Change Room	Pending
Lavallee School	Universal Change Room	In progress
Lavallee School	Automated Door Openers	Pending
LRATC	Elevator for three floors, Universal Change Room	Pending
Minnetonka School	Automated Door Opener, Universal Toilet Room	Pending
Monterey Board Office	Create Accessible washrooms in west hall.	Pending
Nelson McIntyre Collegiate	Automated Door Openers	Pending
Niakwa Place School	Universal Change Room, Automated Door Opener	Pending
Norberrry Board office	Elevator, Automated Door Opener, Ramp	Pending
Nordale School	Automated Door Opener, Universal Change Room	Pending
Samuel Burland School	Universal Change Room Automated Door Opener	Pending
Shamrock School	Universal Change Room Automated Door Opener	Pending
St. George School	Elevator, Universal Change Room Automated Door Opener	Pending
Victor H.L. Wyatt School	Automated Door Opener	Pending
Victor Mager School	Elevator, Universal Change Room, Automated Door Opener, Ramp	Pending
Windsor Park Collegiate	Universal Change Room for students with exceptional needs	In progress
Windsor School	Universal Change Room, Ramp, Automated Door Opener	Pending

Several [LRSD Policies](#) support the removal of barriers and increase accessibility for students, staff and, community members:

- AC-1 – Human Diversity: Sexual Orientation and Gender Identity
- AC-1-2 – Respect for Diversity
- ACF-G – Interpersonal Relations and Resolution of Concerns about Harassment Discrimination
- AD – Educational Philosophy: Divisional Statements on Vision and Mission
- EB – Initiatives to Support Sustainable Development
- GBEB – Standards of Employee Conduct
- IHBA – Special Education: Individual Education Plan Development
- JLCD – Administering Medicines to Students

The LRSD public facing website has been expanded to provide the public and community members with information to support their interaction with the division. An Accessibility Page has been created that houses policy, information about employment, student transportation, the design of public spaces, and resources to assist our community and the public in accessing services.

LRSD enacted Policy ACE – Commitment to Accessibility in April 2019, with revisions following in May 2020. The policy establishes guidelines to support our efforts to respect and promote the principles of independence, dignity, integration, and equality of opportunity with persons with disabilities and to provide goods, services, and facilities that are accessible to all students, parents/guardians, staff, and community in the areas of:

- Customer Service
- Employment
- Information and Communication
- School Transportation
- Design of Public Spaces

Policy ACE outlines procedures in the areas of communications, assistive devices, support persons, service animals, maintenance of barrier-free access, notice of temporary disruptions, feedback processes, training, public events, and documentation. Accompanying Policy ACE, are three Administrative Protocols:

- Protocol 1: Use of Assistive Devices by the General Public
- Protocol 2: Use of Support Persons by the General Public
- Protocol 3: Use of Service Animals by the General Public (under review)

LRSD established a Diversity, Equity, Inclusion and Anti-Racism Services Office in October 2021 to forward the work of anti-oppressive education. A review of the policy manual has taken place and updates to policies will reflect the division's commitment to equitable, anti-racist practices.

Policy ACH – Diversity, Equity & Inclusion, passed in June 2022, articulates a commitment and comprehensive approach in the areas of:

- Governance
- Teaching and Learning
- Family and Community Engagement
- Workforce Diversity
- Accessibility/Universal Access
- Diverse Schools and Learning Opportunities
- Instructional Services
- Staff Services
- Additional Needs and Clinical Services

Policy GBA – Employment Systems, received first reading by the LRSD Board of Trustees on June 21, 2022. The policy outlines the commitment to employment systems that reflect the rights guaranteed in the Canadian Charter of Rights and Freedoms and the principles outline in The Human Rights Code (Manitoba), including recruitment, selection, hiring, training and development, career counselling, transfer processes, performance assessments, promotion, and retention practices.

Review of Progress Towards Articulated Goals

LRSD's Accessibility Plan will be updated regularly to reflect progress achieved towards identified targets, establish ongoing goals based on feedback from the working group and members of the Louis Riel School Division.

Action 1: Establish Accessibility Working Group

- Each area or division that serves the public is represented on the working group.
- Other levels of the organization are represented.
- The working group has detailed work plans, multi-year timelines.
- Members participate in developing, implementing, and updating the Accessibility Plan.

Action 2: Provision of Information in an Accessible Format Upon Request

- Accessibility coordinator to communicate process to all staff.
- Staff Services Department has created a process for staff to request accessible supports and services.
- Individual Accommodation Planning tools have been created to support employees in identifying accessibility supports needed for day-to-day work and in case of emergencies.
- Communications Department to promote the availability of alternate formats on request by including the active offer on all new documents.
- Website to be audited to ensure all material is accessible to people who use screen readers.
- Ensure multiple methods are available to the public to communicate (submit forms, job applications, phone, email, feedback).
- The linguistic needs of community members are supported through access to interpreter services at no charge to the family.
- Promotional and information materials provided to the community as a whole and via individual schools are increasingly available in multiple languages, and, in addition to this, the LRSD website allows for the provision of translation of text.

Action 3: Staff Awareness and Training

LRSD has launched Smarter U, an online Learning Management System (LMS) for employees. Required training is provided to staff members through enrolment in the system, allowing the division to track the completion and certification rates of employees. Topics included in the LMS include:

- Harassment/Discrimination - Interpersonal Relations and Resolution of Concerns
- LRSD Accessibility Program
- Safe Work Environment - Violence Prevention Policy
- Step Ladder Safety
- WHMIS 2015 GHS
- Working Safely with Students

Action 4: Review of Facilities for Physical Accessibility Barriers

Following the publication of our 2017 Accessibility Plan, we have created a tracking system to:

- Establish a checklist to review all LRSD buildings for accessibility.
- Review facilities and note where barriers exist and note possible remediation.
- Integrate barrier removal into Five-Year Capital plans with Manitoba Central Services and for out-of-scope items inclusion in operating budget in future years.
- Review the impact on our operating budget to meet accessibility standards with the Board of Trustees to determine a timeline to become compliant.
- Long term plan in place to address removal of physical accessibility barriers.
- Plan will outline provincial government responsibilities and divisional responsibilities.

- Long term budget outlining yearly accessibility projects.
- Consider barrier-free access and universal design principles in planning for all new construction and significant renovation.

Action 5: Monitor Progress

The Accessibility Coordinator has reviewed updates to the 2017 Accessibility Plan with LRSD's Senior Leadership Team and Board of Trustees.

The Accessibility Coordinator will provide bi-monthly updates to the Senior Leadership Team and Board of Trustees moving forward.

The LRSD Annual Plan highlights the work towards the removal of barriers and enhanced accessibility for students, staff, and community.

Barriers to Accessibility

The largest barrier that LRSD faces in meeting the accessibility needs in our division is the cost to remove barriers. Schools themselves are paid for by the provincial government and, as of November 2016, the provincial government is also responsible for meeting accessibility needs of students residing in those schools. The Accessibility for Manitoba Act goes beyond what would normally be funded by the provincial government by requiring removal of barriers for members of the public. Therefore, any costs to remove barriers would have to be borne by the school division.

Part 2. Accessibility Plan

Statement of Commitment

LRSD is committed to ensuring 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 and by meeting the requirements of The Accessibility for Manitobans Act (AMA).

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Actions to be Taken:

- a. LRSD will review all programs, services, and new initiatives to ensure accessibility.
- b. LRSD will make information available in an accessible format or provide communication supports to people with disabilities in a way that considers their disability.

Actions for January 2023-January 2024

Action 1: Enhance Accessibility Working Group to Include Diverse Representation	
Initiatives/Actions	Expected Outcomes
<ul style="list-style-type: none"> • Accessibility Coordinator to invite underrepresented members of employee groups to engage in providing feedback about LRSD’s Accessibility Plan. • Accessibility Coordinator to develop draft terms of reference with the working group, including purpose, timelines, and membership. 	<ul style="list-style-type: none"> • Each area or division that serves the public is represented on the working group. • Other levels of the organization are represented. • Working group has detailed work plans, multi-year timelines. • Members participate in developing, implementing, and updating the Accessibility Plan.

Action 2: Gather Feedback about LRSD’s Accessibility Plan	
<p>Initiatives/Actions:</p> <ul style="list-style-type: none"> • Use various platforms to gather feedback about LRSD’s Accessibility Plan and policy promoting the removal of barriers for students, staff, community, and the public(I.E. Thought Exchange for student/staff and community survey on LRSD’s Accessibility Plan and policy. • Addition of messaging on public facing website with communications contact email and phone number. • In-person feedback collection at school level from student and parent leadership groups. 	<p>Expected Outcomes</p> <ul style="list-style-type: none"> • Increased stakeholder engagement and confidence in LRSD’s commitment to creating inclusive and accessible spaces. • Comprehensive, transparent accessibility planning.

Action 3: Develop Employment Equity Policy (Accessibility Standard for Employment)	
<p>Initiatives/Actions</p> <ul style="list-style-type: none"> • By adopting and implementing an Employment Equity Policy, we will work to address the following for underrepresented groups: <ul style="list-style-type: none"> ○ diversity in hiring practices ○ the identification of barriers to employment ○ recruitment, retention, and promotion • We will strive to ensure the working committee includes representation from all employee groups, our student body and parent/guardian community. We will also seek out members of equity-seeking groups with diverse abilities, backgrounds, cultures, and identities to help form this working committee. 	<p>Expected Outcomes</p> <ul style="list-style-type: none"> • Introduce new wording in our job postings as of November 2021. • Move from a voluntary completion of a Staff Cultural Identity Survey to mandatory participation in an employee survey in October 2022 and through the hire process moving forward. • Develop an employee recruitment and retention strategy by March 2023. • Deepen our understanding of the lived experience for our employees who identify as BIPOC through an ongoing equity audit.

Action 4: Recruitment of New Employees (Accessibility Standard for Employment)

Initiatives/Actions

- We will offer reasonable accommodations when recruiting new employees.
- We will inform applicants about workplace accommodation policies and practices when making an offer of employment.
- We will let employees know about our policies and practices, including updates, in accessible formats and with communication supports upon request.
- We will develop and implement individual accommodation plans for employees that request them.
- We will consider workplace accommodations to remove a barrier affecting an employee's performance and wellbeing.
- We will consider workplace accommodations to remove a barrier that may affect an employee's opportunities for training and advancement.
- We will inform the public that our accessible employment policies and practices are available on request and in accessible formats.

Expected Outcomes

- Enhanced recruitment materials that articulate LRSD's policies and practices related to employee accommodations.
- Updates to public-facing website to articulate that our accessible employment policies and practices are available on request and in accessible formats.

NAME OF ORGANIZATION: Louis Riel School Division
 Date of first approval: February 2017
 Date updated: January 2023
 Years Applicable: January 2023-January 2024
 Accessibility Coordinator: Darcy Cormack, Assistant Superintendent

Accessibility Working Group Members:

Organization/Department	Contact Person/Position
Louis Riel School Division Senior Leadership Team	Darcy Cormack Assistant Superintendent
Louis Riel School Division Senior Leadership Team	Jeff Anderson Assistant Superintendent
Louis Riel School Division Superintendent’s Team	Jamie Rudnicki Secretary-Treasurer & CFO
Louis Riel School Division Facilities	Amarbeer Bhandari Director of Facilities
Louis Riel School Division Facilities	Doug Kyle Manager of Facilities
Louis Riel School Division Information Systems	Clarke Hagan Director of Information Systems
Louis Riel School Division Human Resources	Derrick Sheldon Manager of Human Resources
Louis Riel School Division Student Support Services	Ron Cadez Director of School and Classroom Supports
Louis Riel School Division Student Support Services	Lisa Tymchuk Clinical Supervisor
Louis Riel School Division Principal	Shelly Hopper
Louis Riel Teachers Association	Marcela Cabezas President
Canadian Union of Public Employees Local3473 Educational Assistants	Sharon Sapoznik President
Canadian Union of Public Employees Local 4642 Custodial, Maintenance and Bus Drivers Employees	Dwight (Butch) Lavallee President

Senior Manager’s Signature: Jamie Rudnicki, LRSD Secretary Treasurer

Contact Information

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This document is available in alternate formats upon request.