

# Interlake School Division Accessibility Plan

**Date of first approval:**

November 2016

**Date updated:**

January 2026

**Years applicable:**

2023 - 2026

**Contact person:**

Chantel Richter  
Accessibility Coordinator

**Contact information:**

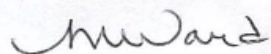
Phone: 204-467-3017

Email: [crichter@isd21.mb.ca](mailto:crichter@isd21.mb.ca)

**Accessibility Working Group members:**

Melanie Mousseau, Secretary-Treasurer  
Anthony Cornwell, Maintenance Supervisor  
Jaret Thiessen, Transportation Supervisor  
Michelle Procter, Student Services Administrator  
Julie DeGroot, Occupational Therapist  
Robert Hume, Information Technology Manager

**Senior Manager's Signature:**



Margaret Ward  
Superintendent/CEO

## Statement of Commitment

The Interlake School Division (ISD) is committed to providing services to our students, parents/caregivers, staff, and community at large that are free from barriers and biases. This Accessibility Plan is developed in accordance with the Accessibility for Manitobans Act (AMA) 2013. The legislation requires accessibility standards to be developed over the next several years. The standards will address barriers and set out requirements in five key areas of daily living: customer service, employment, information and communication, transportation and built environment. Each standard will be adopted as a regulation and will apply to common public areas where Manitobans live, work, learn and play. Four have been enacted to date, and one is in progress.

1. [Accessible Customer Service Standard Regulation](#)
2. [Accessible Employment Standard Regulation](#)
3. [Accessible Information and Communication Standard Regulation](#)
4. [Accessible Transportation Standard Regulation](#)
5. [Accessible Design of Outdoor Public Spaces Standard](#) - *The Accessible Design of Outdoor Public Spaces Standard will be the fifth standard under The Accessibility for Manitobans Act and is currently in development. This standard will apply to sidewalks, pathways, parks and other aspects of the outdoor environment that are designed and constructed.*

ISD is dedicated to complying with each standard utilizing tools and resources provided by the [Manitoba Accessibility Office](#).

## Policies

- [Administrative Procedure 1100 - Respect for Human Diversity](#)
- [Administrative Procedure 4170 - Student Supervision](#)
- [Administrative Procedure 5140 - Use of a Certified Service Animal in School](#)

## **Barriers to Accessibility**

The cost associated with meeting accessibility standards continues to be the biggest barrier for ISD. ISD has schools and buildings that need to be upgraded. In particular, ISD has a school which is a Manitoba Heritage Site. The cost to meet accessibility standards for this school could be extensive. Other barriers include space and time to ensure ISD's plan is carried out.

## **Identify, Remove and Prevent Barriers**

ISD strives to ensure that all students are able to participate and function in daily activities at school that are meaningful to them. Barriers to accessibility in areas of self-care, productivity and leisure are considered and accounted for when supporting students with individual needs and abilities.

Abilities can vary based on a student's physical, cognitive, and/or mental health needs. ISD strives to be mindful and intentional in supporting students through inclusive, collaborative, and accessible practices.

- Self-Care (being able to access the bathroom, wash hands, dress self, etc.)
- Productivity (being able to complete assigned tasks in the classroom using adaptations or assistive technology, or perhaps using a communication device)
- Leisure (being able to access playground equipment, like an accessible swing, or participate in gym class at their level, etc.)

ISD consults with students disabled by barriers. Our objective is to identify, remove, and prevent barriers for students with visible and invisible disabilities. Consultations are designed to be accessible and inclusive and include the student and their parent(s)/caregiver(s).

Consultation is focused on going through the various environments with the student to see how they can navigate the space functionally, and as independently as possible. It is important to consider various factors that may be barriers for the student:

- Are they able to enter a room independently?
- Are they able to get to their seat/desk?

- In the bathroom, are they able to reach the sink taps, the soap, and dry cloth?
- Can they access the toilet, or transfer on/off the change table?
- Are they able to enter/exit the building, and/or use the elevator to go up/down?
- In home economics, are they able to participate in the activities similar to peers?
- Do they have an accessible work surface, and are they able to access/reach for various items required?

These are all assessed and learned about through clinical observation while the student is going through the actions within the various environments. The student is also able to provide feedback, and input, based on their experience. All of these factors come into play with accessibility, and modifying the environment to ensure that the student is able to participate and function optimally and as independently as possible in those various spaces.

## **Achievements**

ISD places a strong emphasis on the safety and well-being for all students, employees, families, and community members. Some of our accessibility achievements over the past two years include:

- Accessibility button installed on division and school websites
- Introduced SchoolMessenger SMS text notification option for ISD staff and families
- Provide assistive technology and communication devices to students
- Adjustable height desks and lower lockers for wheelchair access
- Front door sidewalk installed for wheelchair access
- Accessible play structure
- Accessible grooming, laundry, music and Home Economics rooms
- Accessible water fountains
- Entrance ramps
- Automatic entry door openers
- Handrails
- Lifts/elevators
- Visible strobe lights
- Barrier-free washroom faucets
- A bathroom was renovated, and a change table was purchased to

support student’s accessibility and toileting needs.

- Evacuation slide was purchased and installed. Both staff and a student were trained on how to use it should an emergency evacuation occur.
- Specialized equipment such as a wheeled commode and change table were purchased to ensure accessibility for students with various needs.
- A student was in an accident and returned to school at wheelchair level. ISD Occupational Therapist and Physiotherapist, along with the school team members worked together with the student and family to create an accessibility plan. The plan was in place to ensure student accessibility to classrooms, bathrooms, etc. An Emergency Response Plan was also created to ensure safe evacuation for the student should an emergency occur.

**Actions**

*Action 1: Establish Accessibility Working Group*

Initiatives/Actions:	<ul style="list-style-type: none"> <li>▪ Appoint an accessibility coordinator</li> <li>▪ Establish an accessibility working group</li> <li>▪ Meet on a regular basis to review initiatives working towards accessibility</li> </ul>
Expected Outcomes:	<ul style="list-style-type: none"> <li>▪ To create a working group which represents the division</li> <li>▪ To establish detailed work plans and multi-year timelines</li> <li>▪ To develop, implement, and update the Accessibility Plan</li> </ul>

*Action 2: Offer and provide information in an accessible format on request*

Initiatives/Actions:	<ul style="list-style-type: none"> <li>▪ Develop a process for responding to requests for accessible supports and services</li> <li>▪ Communicate process to all staff</li> <li>▪ Improve communications</li> </ul>
----------------------	---

Expected Outcomes:	<ul style="list-style-type: none"> <li>▪ To advertise the availability of alternate formats or communication</li> </ul>
--------------------	---

*Action 3: Staff Awareness and Training*

Initiatives/Actions:	<ul style="list-style-type: none"> <li>▪ Confirm ISD's commitment to accessibility in writing and celebrate progress</li> <li>▪ Offer accessibility awareness presentations to divisional staff</li> <li>▪ Acknowledge accessibility achievements and share information with staff in newsletters and staff meetings</li> </ul>
Expected Outcomes:	<ul style="list-style-type: none"> <li>▪ To consider accessibility with future programs and services</li> <li>▪ To have staff understand accessibility and support implementation of the plan</li> <li>▪ To ensure progress of Accessibility Plan is available to staff</li> </ul>

*Action 4: Monitor Progress*

Initiatives/Actions:	<ul style="list-style-type: none"> <li>▪ Track progress on challenges and requests for accommodations with budgetary implications</li> <li>▪ Integrate future plans and budgets into operational plans</li> <li>▪ Review Accessibility Plan annually</li> </ul>
Expected Outcomes:	<ul style="list-style-type: none"> <li>▪ To ensure Senior Admin are aware of progress on AMA compliance and consider future plans</li> <li>▪ To include progress on accessibility in annual reports</li> <li>▪ Post Accessibility Plan on website</li> </ul>

*Action 5: Future Priorities for 2025 and 2026*

<p>Initiatives/Actions:</p>	<ul style="list-style-type: none"> <li>▪ Continue consultations and transition planning for students with visible and invisible disabilities. Future actions include: <ul style="list-style-type: none"> <li>➤ New elevator</li> <li>➤ Shower remodel with seat and curtain bar</li> <li>➤ Portable lab station on wheels</li> </ul> </li> <li>▪ Braille signage in schools</li> <li>▪ Bilingual wording in schools</li> <li>▪ Public wheelchair accessible bathrooms</li> <li>▪ Division and school websites to provide text alternatives for any non-text content, including images, video and audio.</li> <li>▪ Reach out to ISD employees for ideas on how to improve accessibility within our organization</li> </ul>
<p>Expected Outcomes:</p>	<ul style="list-style-type: none"> <li>▪ Ensure the needs of our students with visible and invisible disabilities are met</li> <li>▪ Schools are accessible and inclusive for public visitors</li> <li>▪ Increase accessibility of division and school websites</li> <li>▪ Gather feedback and create action items for future accessibility initiatives to benefit ISD staff, students and community.</li> </ul>

The Interlake School Division’s goal is to ensure Accessibility inquiries and requests are addressed in a timely and efficient manner. Please follow the steps below if you require the following:

- To receive ISD services, publications and resources in an alternate format or assistance with communication. Please note there is no charge for requesting different formats or help with communication.
- Accessibility accommodations to visit a public event within ISD.
- To obtain a copy of ISD’s written Accessibility policies.

**Email:** Send an email to [ISD@isd21.mb.ca](mailto:ISD@isd21.mb.ca) with your name, contact information, and describe the accessible support you need.

**Phone:** Call 204-467-3017.

**Feedback Form:** If you have any questions or concerns about the level of Accessibility within the Interlake School Division, please fill out our [Accessibility Feedback Form](#).

---

This information is available in alternate formats on request by emailing [ISD@isd21.mb.ca](mailto:ISD@isd21.mb.ca) with your name, contact information, and describe the accessible format you need.

---