



The Whiteshell School District is nestled on the shores of the Winnipeg River, at the end of provincial highway 211, in the Local Government District of Pinawa. The District has an elementary school (K-6) and a secondary school (7-12) that offer public education to approximately 165 local, provincially funded students. The District primarily services the learners in the town of Pinawa. However, learners from surrounding communities (Schools of Choice) make up approximately 25% of the overall student population annually. The school community is further augmented by a very successful Junior Kindergarten program and a modest international student program. Budgetary funding is primarily derived through provincial allowance, local education taxation, and by financial support outlined under a master agreement between The Local Government District and the Atomic Energy Corporation Limited.

The Whiteshell School District and Schools' Leadership Team has reviewed all existing policies, procedures and practices. The group also conducted a thorough review of the facilities and all Workplace Health and Safety (WHS) findings conducted over the previous 12 months. The findings were split into areas that allow accessibility, barriers to accessibility and actions for further review and development of accessibility as a whole.

Areas Allowing for Accessibility

- Accessible/Handicap parking is available at our schools.
- Schools are single storey and have ground-level entry.
- Ramp entrances are available at schools.
- Most entrance steps that do exist have contrasting colour to warn of elevation change.
- Signage for parking, washrooms, entrances and public notifications are visible and sufficient.
- Wheelchair accessible washrooms are available at each school.
- All gender washrooms are available at each school.
- All doorways are wide enough to allow standard wheelchair access.
- There is contrasting colour when flooring surfaces change texture.
- Mats at the entrances have been extended to avoid wet, slippery floors.
- Automatic door entrances are available at one district school.
- Procedures exist for the introduction of service animals.
- District schools have a history of being inclusive to all people.
- Translators are available to meet current community needs.



Barriers to Accessibility

- Specific policy development is needed for accessibility enhancement and annual review.
- More staff awareness of accessibility legislation and professional training is needed.
- There is no accessibility committee established at this time.
- Emergency response plans do not include accessibility issues.
- There is no formal tool to evaluate accessibility within the district.
- Accessibility parking at one school would benefit from relocation and better signage.
- Automatic door openers are absent in one school.
- Signage, while present, could be improved for higher visibility.
- Grooming rooms, while available, are unmarked.
- Playground equipment primarily caters to able-bodied students with complete sensory ability.
- Print and website materials are small font in English only.
- Not all important/relevant documents are on the District website.
- Translation options are not available on the District website.
- Some school and District reception areas are too high and obstructive.
- Augmentative and alternative devices are not readily available.

Statement of Commitment

Whiteshell School District values the findings of the accessibility review and commits to put into place actions, policies, procedures and facility improvements to allow accessibility for all people. Whiteshell is proud of its inclusive history and will undertake actions to enhance accessibility in accordance with the Accessibility of Manitobans Act. We believe that diversity and inclusion are strengths. We will strive to remove and prevent barriers that compromise the dignity and independence of any member of society, keeping them from accessing and engaging as members of our educational community.

Accessibility Planning

(See next page)



Accessibility Planning

Actions/Initiatives	Indicators of Success	Responsible Designate(s)
Improve community understanding of accessibility legislation and provide professional development opportunities for staff.	<ul style="list-style-type: none"> • District procedure for accessibility assurance • PD Sessions calendared • Legislation shared 	Superintendent and School Principals (Begin November 2017 – Ongoing)
Create procedures and evaluation tool for district accessibility review annually.	<ul style="list-style-type: none"> • WHS Committee / WSD policy development as per above 	Board Trustee and WHS Committee (December 2017)
Review emergency response planning to consider accessibility issues.	<ul style="list-style-type: none"> • Updated Emergency Response Plan in place 	School Principals (December 2017)
Engage the WHS Committee to review and make enhancement recommendations for facilities, including greater access and signage.	<ul style="list-style-type: none"> • Maintenance staff and WHS will do a thorough walk-through to identify barriers and recommend improvements. 	Superintendent, Board Trustee, WHS Committee, Maintenance Coordinator, Custodial Staff (completed August, September 2017)
Develop the website to offer translation options, larger font and a greater volume of important/ relevant documents.	<ul style="list-style-type: none"> • Full website review and enhancement to be done by designated staff 	Superintendent and District Designate (Ongoing)
Develop a budget line to allow for the infrastructure needs to reduce accessibility barriers.	<ul style="list-style-type: none"> • Major accessibility needs to inform budget consultation meetings • Budget to address needs 	Superintendent and Board of Trustees (December 2017)
Engage an accessibility professional to conduct an external review of our district facilities to make recommendations for barrier identification and removal strategies.	<ul style="list-style-type: none"> • External review and recommendations will inform actions moving forward and reflect District planning 	Superintendent (January 2018)

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