Introduction

Welcome to the Accessible Education Survey for those working within the Early Childhood Education, Nursery/Kindergarten to Grade 12 and Post-Secondary Education systems.
If you are a parent of a child with a disability, please click here to be directed to that version of the survey.
If you are a student with a disability attending Grade 7 to 12 or Post-Secondary, please click here, to be redirected to the student version of the survey.

This survey was developed by Barrier Free Manitoba and Education Solutions Manitoba, with support from Community Living Manitoba, to learn more about the barriers people with disabilities face in Manitoba when it comes to their experiences within the education system. It was created in response to a recent call for the inclusion of an Education Standard as one of the focus areas of the Accessibilities for Manitobans Act.

Please click "Next" to continue.

Educators

* 1. In which region of Manitoba do you work within the educational system (spanning from Early Childhood Education to Post-Secondary)

○ Winnipeg

○ Other urban

○ Rural

○ Northern/remote

○ On reserve

○ Other (please specify)

[   ]

* 2. Please indicate your role:

○ Early childhood educator

○ Teacher/professor/instructor

○ Student services support teacher (e.g. resource, counsellor, support)

○ Educational assistant or paraprofessional

○ Clinician/therapist

○ School administrator

○ School division administrator

Other (please specify)

[   ]

* 3. What is the profile of students with disabilities whom you serve? (check off as many as apply)

☐ Intellectual disability

☐ Autism spectrum disorder - severe/level 2 or 3/non-verbal

☐ Autism spectrum disorder - higher functioning/level 1 or 2/verbal

☐ Fetal alcohol spectrum disorder - severe

☐ Fetal alcohol spectrum disorder - higher functioning

☐ Physical disability (cerebral palsy, muscular dystrophy, etc.)

☐ Blind or visually impaired

☐ Deaf or hard of hearing

☐ Mental health condition (schizophrenia, anxiety, obsessive compulsive disorder, etc.)

☐ Learning disability (dyslexia, attention deficit disorder, etc.)

☐ Health condition (seizure disorder, cystic fibrosis, etc.)

Other (please specify)

[   ]

* 4. What educational level are you primarily responsible for?

◯ Early Childhood Education

◯ Nursery to Grade 12/High School Graduation

◯ Post-Secondary Education

* 5. Where do you provide services/supports?

○ Childcare center

○ Private home day care

Other (please specify)

[   ]

* 6. Are you aware of the Protocol for Early Childhood Transition to School for Children with Additional Support Needs?

○ Yes

○ No

* 7. Is the protocol used when planning for the transition of children with disabilities in your care into elementary school?

○ Yes

○ No

8. Do you feel the protocol is used effectively?

( ) Ineffective

( ) Somewhat effective

( ) Effective

( ) Very effective

( ) Extremely effective

* 9. Where do you work?

○ Neighbourhood Public school

○ Other Public School

○ Private School

○ Home School

Other (please specify)

[   ]

* 10. Where do the students you support spend most (>50%) of the school day?

○ In the regular classroom

○ In a special classroom/program for students with disabilities

○ Outside of the school in an alternate learning environment

* 11. Are their Individual Education Plans (IEPs) in place for the students with disabilities whom you support?

○ Yes, but I have not been involved in their development

○ Yes, I have been involved in their development

○ No

○ Don't know

12. How effective do you think the IEPs are in guiding your students' education?

- ◯ Ineffective
- ◯ Somewhat effective
- ◯ Effective
- ◯ Very effective
- ◯ Extremely effective

Below, you will find a series of school/school division supports and services that may be provided to you. Please indicate whether the support is needed and/or made available to you.

* 13. Access to Resource Teacher/Guidance Counsellor

☐ Needed but not available

☐ Needed and available

☐ Not needed

* 14. Psychologist/Social Worker

☐ Needed but not available

☐ Needed and available to student

☐ Not needed

* 15. Educational Assistant

☐ Needed but not available

☐ Needed and available

☐ Not Needed

* 16. Speech Language Therapy

☐ Needed but not available

☐ Needed and available

☐ Not needed

* 17. Occupational Therapy

☐ Needed but not available

☐ Needed and available

☐ Not needed

* 18. Physiotherapy

☐ Needed by student

☐ Available to student

☐ Not applicable

19. Are there other supports and services either needed by or available to the student through the education system? Please explain.

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20. Have the students you support experienced the following over the past 3 years?

☐ Bullying/harassment

☐ Suspension

☐ Expulsion

☐ Social exclusion

* 21. Within the N/K to Grade 12 Education System, which grades are you primarily responsible for?

◯ N/K to Grade 8

◯ Grade 9 to High School Graduation

Transition planning

* 22. Are you aware of the Bridging to Adulthood Protocol used to guide the transition fro school to the community for students with special needs?

○ Yes

○ No

* 23. Have you been involved with the planning for your students' futures leading up to graduation and beyond (post-secondary and/or employment)?

○ Yes

○ No

* 24. How effective do you think this planning process is?

○ Ineffective

○ Somewhat effective

○ Effective

○ Very effective

○ Extremely effective

* 25. Where are you employed?

○ College

○ University

○ Vocational school (Manitoba Institute for Trades and Technology, etc.)

○ Adult Literacy or Adult Learning Program

Other (please specify)

[   ]

* 26. Is there a Student Accessibility Services Department or similar service available for students with disabilities at your institution?

○ Yes

○ No

○ Don't know

* 27. Please rate how satisfied you are with the level of accessibility services provided for students with disabilities at your school?

○ Not at all satisfied

○ Somewhat satisfied

○ Satisfied

○ Very satisfied

○ Extremely satisfied

Barriers - educators

* 28. Please check off where students you support experience barriers in the educational system:

☐ Transportation barriers (i.e. inadequate transportation limiting the ability to attend programming e.g. lack of wheelchair accessible busses for field trips, etc.)

☐ Physical/structural barriers (i.e. things in the natural or manmade environments that prevent or block your movement (moving around in the environment) or access e.g. steps, curbs, narrow doorways, lighting, sound, etc.)

☐ Information/communication barriers (i.e. commonly experienced by those who have disabilities that affect hearing, vision, speaking, reading, writing, and or understanding and who use different ways to communicate e.g. use of only spoken instructions for those who have auditory processing difficulties, use of only visual schedules for those with visual processing disorders, etc.)

☐ Policy barriers (i.e. these are frequently related to a lack of awareness or enforcement of existing laws and regulations that require programs and activities be accessible to those with disabilities e.g. lack of development of an individual education plan for students with special needs, lack of use of transition protocols from childcare to school, or from school to the community, etc.)

☐ Programmatic barriers (i.e. including things like the limited availability of programming as a result of inconvenient scheduling; a lack of accessible equipment, insufficient time set aside for assessments and planning, little or no communication with parents and/or students, teacher knowledge and understanding of disabilities, etc.)

☐ Social barriers (i.e. these could include teasing, bullying, lack of peer to peer relationships, lack of training in appropriate language, behaviour, etc.

☐ Attitudinal barriers (i.e. attitudes of other people carry regarding people with disabilities. These may be the result of ignorance, fear, misunderstanding or hate. These attitudes keep people from appreciating and experiencing the full potential a person with a disability can achieve)

☐ None of the above

* 29. Can you tell us more about the barriers you have checked off and the challenges faced by students with disabilities?

◯ Yes

◯ No

Please expand upon the challenges faced by students with disabilities in any of the listed areas below.

30. Barriers to Transportation

31. Physical/Structural Barriers

32. Information and/or Communication Barriers

33. Policy Barriers

34. Programmatic Barriers

35. Attitudinal Barriers

36. Social Barriers

Summary

37. What is the most important barrier you would like to see addressed:

38. Do you have any recommendations for the improvement of the educational system (spanning from Early Childhood Education to Post-Secondary) in Manitoba?

Conclusion

39. Thank you for taking the time to complete this important survey. If you would like additional information about the development of an Education Standard in conjunction with the Accessibility for Manitobans Act, please provide your contact information below:

First Name

Last Name

Email Address

If you haven't done so already, please consider signing the petition for an Accessible Education Standard by visiting   Barrier Free Manitoba or linking directly to the Letter the the Minister.