



PRINCE ALBERT Est. 1887
CATHOLIC SCHOOL DIVISION
Learning for life through Catholic Education

Prince Albert Roman Catholic Separate School Division #6

Accessibility Plan 2025-2028

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This report is available in an alternate format upon request.

To request an alternate format, please contact the Catholic Education Centre Office by email at info@pacsd.ca or by phone at (306)-953-7500.

Message from the Board

Prince Albert Roman Catholic Separate School Division (PARCSSD) aims to foster a culture of inclusivity, dignity, and respect for all individuals. We recognize the importance of accessibility and are committed to striving to remove barriers that may prevent full participation within our educational community.

Statement of Commitment

Prince Albert Roman Catholic Separate School Division (PARCSSD) is committed to creating an inclusive and accessible environment for all individuals, including persons with disabilities. This Accessibility Plan outlines the barriers we have identified and the actions we will take to improve accessibility in compliance with Saskatchewan Legislation.

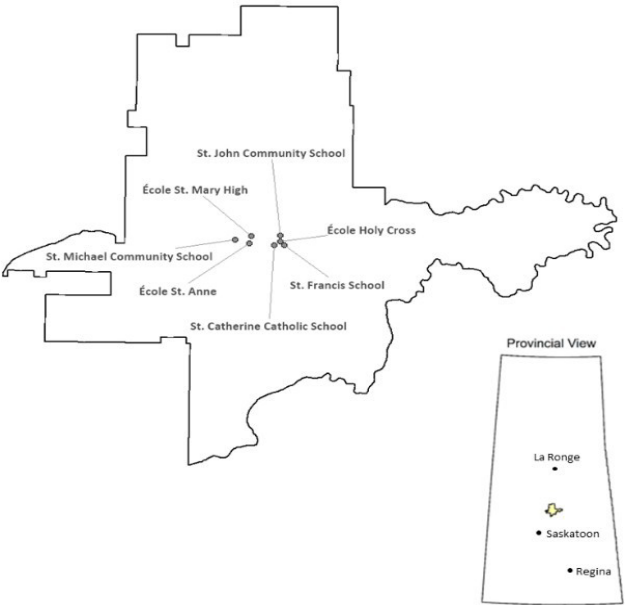
About our School Division

The PARCSSD is primarily urban, encompassing the city of Prince Albert and a small surrounding rural area. It operates seven schools within a geographic region that stretches from north of the North Saskatchewan River in the south, to the Buckland Rural Municipality in the north, the river forks in the east, and extends approximately 15 km to the west. The map below illustrates the boundaries of the division. Governance is provided by six urban trustees and one rural trustee elected at large. All seven schools, along with the Catholic Education Centre, are in the city of Prince Albert.

The division is located on Treaty 6 Territory and the traditional homeland of the Métis. Prince Albert, often referred to as the “Gateway to the North,” serves as a central hub for northern Saskatchewan.

For more information, please visit our website: www.pacsd.ca.

**Prince Albert
RCSSD No. 6
August 2021**



**Prince Albert Roman Catholic Separate School
Division No. 6...at a Glance**



3,200
K-12 students



350
Employees



Learning for Life
Through
Catholic
Education



1
High School



6
Elementary Schools



40,110

Population of
Prince Albert,
Saskatchewan
(2025 estimate)

Introduction

The Prince Albert Roman Catholic Separate School Division is committed to identifying, removing, and preventing accessibility barriers for individuals who work at or access school division facilities, programs, and services. As part of this commitment, the Government of Saskatchewan introduced [The Accessible Saskatchewan Act](#), which came into force on December 3, 2023. The Act requires Prince Albert Roman Catholic Separate School Division to publicly post an accessibility plan to remove and prevent accessibility barriers for persons with disabilities. An accessibility plan is intended to help identify accessibility barriers for people who are in, or interact with, an organization and describes the actions that will be taken to remove and prevent accessibility barriers. Prince Albert Roman Catholic Separate School Division is committed to Accessibility for All guided by all people protected under the [Saskatchewan Human Rights Code](#) and recognizing that accessibility is good for everyone. Prince Albert Roman Catholic Separate School Division is also committed to the Calls to Action of the Truth and Reconciliation Commission and seeks culturally responsive solutions to all aspects of the accessibility plan. When developing our accessibility plan, Prince Albert Roman Catholic Separate School Division examined existing programs and services. Several staff members and multiple school division committees collaborated to assess the current state and review the feedback received and identify actions the division will implement over the next three years to enhance the accessibility of facilities, programs, and services. We want to recognize the efforts of everyone on our teams to promote an inclusive workplace. We value the contributions of all members.

Prince Albert Roman Catholic Separate School Division consulted with persons with disabilities to inform the actions outlined in this accessibility plan. Discussions, conversations, surveys, school committees and focus groups occurred with parents, students, administrators and staff as well as persons with accessibility needs and with staff serving students with accessibility needs.

What Did We Learn?

We extend our sincere gratitude to parents/guardians, administrators, staff, students, families and community members whose thoughtful feedback guided the assessment of each facility. This input combined with the use of School Site Accessibility Assessment Tool from materials taken from B.C. Council of Administrators of Inclusive Support in Education School Site Accessibility Assessment Toolkit.

AISE, was instrumental in shaping an accessibility plan and policy that reflects our shared commitment to inclusion. Appendix A provides the list of items assessed by category using the BC CAISE Accessibility Assessment Tool. Annual reviews and ongoing actions will ensure continuous improvement, so every space remains welcoming and accessible for all. Some improvements will occur over the next few years. We remain committed to creating an environment that is inclusive and accessible.

Themes that emerged from respondents demonstrate that our schools are accessible. Respondents report they have not encountered many physical barriers to our schools. Respondents have also identified that our schools have had success with support when requesting an accommodation or when requesting support from staff or students within our school community. They report the school division has been responsive. Many schools report varying levels of accessibility. As an organization, we have developed an overall action plan as you will see in Appendix A. We are striving to raise awareness with staff, students and families of opportunities as well as striving to broaden the range

of strategies used to promote and support accessibility.

Opportunities for improvement to include, but are not limited to:

- Identifying accessible play zones, play grounds and opportunities for play,
- Creating site maps for schools that represent the amenities for accessibility,
- Assessing auto-door mechanism for functionality even in winter,
- Ensuring dispensers and items are at varying levels, and
- Increasing awareness and training with staff in all categories to support individuals in need and reduce barriers.

Definitions:

Accessibility Barriers

The Accessible Saskatchewan Act defines a barrier as anything that hinders or challenges the full and equal participation in society of persons with disabilities.

There are many types of barriers that persons with disabilities may experience, including physical barriers, information and communications barriers, and attitudinal barriers. Definitions and examples of each barrier type are outlined below to demonstrate some experiences of people with disabilities.

Physical Barriers

Physical barriers exist when spaces are designed in ways that prevent or limit mobility or access.

For example:

- Hosting public events at a venue that is only accessible by stairs.

- Parking lots with no curb cuts that make it difficult to access sidewalks.
- Washrooms that lack accessible stalls or automatic door openers.

Information and Communications Barriers

Information and communications barriers exist when information or material is shared in a way that is not accessible to all people.

For example:

- Using small print that is difficult to read.
- Websites and documents that are not accessible for screen readers or that do not convert text to multiple languages.
- Videos that do not have closed captioning.

Attitudinal Barriers

Attitudinal barriers exist when people act or think based on false assumptions.

For example:

- Not including persons with disabilities in decisions that impact them.
- Making assumptions about a person's ability to communicate or do things for themselves.
- Avoiding a person with a disability for fear of offending them.

Accessibility Goals and Actions

Prince Albert Roman Catholic Separate School Division has taken steps to improve the accessibility of division facilities, programs, and services. However, we recognize that progress will be ongoing as we aim to become more inclusive. This plan outlines the actions that the school division will prioritize over the next three years to remove accessibility barriers that persons with disabilities experience. Division staff will work

together to complete the actions outlined in this plan and raise awareness about accessibility. Prince Albert Roman Catholic Separate School Division will work to identify and remove barriers that people with disabilities experience in the school division and facilities.

Goal 1 – Improve employee knowledge and awareness of accessibility

Increasing employee awareness about accessibility and understanding the importance of inclusion are key to improving the quality of services provided to all individuals, including persons with disabilities.

Achievements to date:

Some of the work that has been accomplished to support knowledge and awareness within the division includes:

- Transfer and Lift Training,
- Para-Bytes Paraprofessional Training,
- Non-Violent Crisis Intervention Training
- Red-Cross Psychological First Aid,
- Occupational Health and Safety Training,
- Truth and Reconciliation Four Seasons Reconciliation Training,
- Assistive Technology Training,
- EPI Pen Training,
- Managing Medical Conditions Training,
- Living Works START Suicide Prevention,
- AFIRM – Autism Focused Intervention Resources Modules,
- ASSIST Training,
- Regulation and Quiet spaces are made available,

- Sensory Room processes are developed to support student, and
- Mental Health First Aid Training.

Actions for 2025-28:

- Accessibility-focused training to increase accessibility awareness and promote a more inclusive and accepting work environment.
- Explore opportunities for additional specialized training for employees related to the services that the school division provides.
- Understand the importance of accessible written communication i.e. fonts, color, readability, and size of text.

Goal 2 – Make school division buildings and properties more accessible

Prince Albert Roman Catholic Separate School Division recognizes that accessible buildings are an important part of improving the accessibility of school division services.

Achievements to date:

Some achievements of the division and ongoing work include:

- Upgrades or changes to existing buildings,
- Accessible bussing transportation,
- Stair lifts and/or elevators to access second floor or upper level classrooms,
- Improvements to facilities during routine facility updates,
- Increasing the availability of automatic door openers, adding lower service counters, making washroom accessibility upgrades, and doorway upgrades,
- Ensuring non-slip products /flooring for ramps,
- Snow removal and clearance procedures to maintain accessibility, and

- Installation of signage,
- Accessible parking spaces are available at each school.

Actions for 2025-2028:

- Review accessible parking at school division facilities,
- Make accessibility improvements to washrooms and reception areas,
- Include accessibility requirements in the construction and design of buildings,
- Develop strategies to increase braille and signage,
- Provide more accessible play equipment,
- Review the number of available accessible parking spaces at facilities,
- Anyone who requires sensory-friendly and accessible routes can access a school map that highlights these features,
- Install emergency call button is within reach on and off the toilet,
- Soap and towel dispensers and other hand drying features are easily accessible from varying heights and positions,
- Improve stairs to ensure high-contrast nosing for people with visual impairment,
- Provide dimming lighting as an accessible feature, and
- Provide window covering to reduce glare.

Goal 3 – Improve the accessibility of school division programs and services

Prince Albert Roman Catholic Separate School Division is taking steps to remove accessibility barriers that limit access to division programs and services.

Achievements to date:

Some examples include:

- Augmentative and alternative communication tools and devices,
- Adaptive communication switches,
- Access to technology that supports their learning in many ways based on the individual needs of the student. These include, but are not limited to: Apps and technology to support communication, adaptive readers, voice to text and text to audio technology, etc.,
- Splash pads for students who are visually impaired and FM systems for deaf and hard of hearing,
- Access to interpretative apps and services,
- Adaptive seating equipment, standing tables and desks are available,
- Adjustable furniture and desks. Having adjustable furniture allows persons who have mobility limitations to access desks and tables,
- Access to language interpreters, facilitators, speech to text options and other communication supports,
- WIFI accessibility to allow devices that support communication for students and for diabetic monitoring devices,
- WIFI access also ensures persons who are Deaf and Hard of Hearing can use internet-based sign language interpretation services and allows them to access information and forms on their mobile devices without impacting their mobile data usage,
- The school division has purchased a selection of dyslexia-friendly and decodable books for school libraries and student use. Both are special formats of books designed to be more accessible to children experiencing print disabilities. These books create a more inclusive reading experience,
- Occupational and physical therapist support,

- Speech and Language assessments and services,
- Educational Psychology assessments with a focus on being responsive to recommended supports and accommodations,
- Assistance provided for families requiring referrals to mental health agencies,
- Assistance provided for disability tax credit applications,
- Support provided for referrals to outside agencies such as speech and language assessments, occupational therapy, and educational psychology,
- Support for accessing autism services, cognitive disability strategy, etc.,
- Assistance provided for families to apply for Jordan's Principle support,
- Assessments prior to field trips as procedure for accessibility,
- Educational assistants and associates to support students,
- Collaboration with Saskatchewan Health Authority on medical accommodations for staff and students, and
- Specialized curricula-ASL learning environment and specialized staff as well as funding for ASL interpreters for communication with families.
- Training staff on co-regulation strategies and the use of regulation tools, and
- Broad access to regulation tools for students such as fidget stations.

Actions for 2025-28:

- Provide training opportunities on accessible communication strategies,
- Review and update division documents to ensure information is easy to find, easy to read and easy to understand,
- Explore the feasibility of providing free WIFI in school division facilities,
- Access to WIFI may improve access to internet-based communications services used by people with disabilities,

- Ensure all public phones are installed at accessible height,
- Provide designated spaces for changing diapers, clothing, tube feeding, etc,
- Ensure bathrooms are equipped with floor length mirrors, and
- Install playground apparatus such as an accessible swing option.

Goal 4 – Make digital content more accessible

As many individuals access information through digital platforms like websites and social media, it is important to make sure that digital content is understandable and accessible on the devices that people use.

Achievements to date:

- Update website to include accessibility options such as ability to translate to multiple languages, font size adjustments or sensory adjustments, and text to speech,
- Materials adapted for digital content to include video and reels,
- Accessible digital opportunities for readability and font options.

Actions for 2025-28:

- Continue to review and improve the accessibility of the school division website and web-based services.
- Utilize a modernized user interface that will adapt to any screen size or mobile device and increase the need for fillable PDFs.

Goal 5 – Support a diverse and inclusive workforce

Prince Albert Roman Catholic Separate School Division recognizes the importance of

fostering an inclusive environment for all employees.

Achievements to date:

- Prince Albert Roman Catholic Separate School Division has a Mental Health Capacity Building Program to support schools in promoting healthy mental health practices, building awareness, reducing stigma, promoting healthy mental health practices, building resilience, and encouraging inclusion.
- HR and Facilities actions to have a more inclusive workforce for people with disabilities. Adaptation plans, adaptive technology provided, furniture adjustments, and workplace modifications are provided.
- The division will be supporting managers and supervisors who require expert advice and guidance on providing medical accommodation to build capacity and ensure consistent medical accommodation practices, processes, and information.
- Prince Albert Roman Catholic Separate School Division has an Employee Assistance Program to support employees in promoting healthy mental health practices.

Actions for 2025-28:

- Review, with an accessibility lens, the school division's policies and processes, including resources to support accommodations in the schools and workplace. The goal is to ensure that these policies are equitable and that they support a diverse and inclusive workplace that is representative of the citizens of the community.
- Review the current process for school division employees to self-declare a disability to identify opportunities for improvement. Improving understanding

of employee diversity in the context of recruitment, retention, and career advancement helps the school division to better support employees with disabilities and realize a more engaged and productive workforce.

Goal 6 – Provide leadership to promote accessibility and inclusion

Guided by *The Accessible Saskatchewan Act*, Prince Albert Roman Catholic Separate School Division has committed to following any new requirements created by the Act and the regulations created under it.

Achievements to date:

- Establishing a broad-based school division committee of leaders to guide school division actions. Members include leaders from HR, Facilities, Student Support Services, Curriculum and Instruction, Trustees, and school-based administrators.

Actions for 2025-28:

- Develop a Guide for Hosting Accessible Events in school division facilities,
- Provide In-service to site-based leaders on accessibility and their role in achieving a more accessible work and learning place,
- Update student accommodations guidelines,
- Provide training for staff regarding Human Rights Legislation and Accessibility Legislation, and
- Ensure accessibility requirements are integrated into the procurement and tendering processes to proactively address accessibility when purchasing goods and services.

Conclusion

Prince Albert Roman Catholic Separate School Division is committed to improving accessibility in our schools, facilities, communications, and our processes and will review and update this plan every three years. The actions outlined in this plan are intended to improve the accessibility of the school division services and remove barriers that persons with disabilities experience. As we move forward, we want to continue to hear from members of our community about accessibility barriers that impact the lives of persons with disabilities.

Contact Us

Accessibility Feedback and Contact Information

Prince Albert Catholic School Division is committed to providing accessible services and ensuring that all individuals, including persons with disabilities, receive accessibility support. We welcome feedback, including comments, questions, or concerns, to help us improve accessibility.

Planning a Visit to Our Schools

Contact any of our school offices for assistance or questions when planning a visit to our schools. Schools can be contacted directly for:

- help in planning a visit,
- providing feedback, or
- seeking information to ensure accessibility needs are met.

How to Submit Feedback

Feedback can be provided in any of the following ways:

- In person
- By telephone
- In writing

- By email or other electronic formats

Please include your name, phone number, and any alternate contact information in your correspondence.

Contact Information

Individuals who wish to provide feedback regarding the accessibility may contact:

- By telephone: (306) 953-7500 or by email: info@pacsd.ca
- By regular mail: Prince Albert Catholic School Division

118 – 11th Street East Prince Albert, SK S6V 1A1 Attention: School Operations

Appendix A: Summary and Overview of Objectives for the Plan 2025-2028

All school sites completed an assessment for each of the following categories. A process to conduct an accessibility audit of all facilities was completed in 2025 with school committees. An annual assessment will occur of the following items and categories. Actionable items have been identified per location and a summary of actional steps are listed below each category. Materials taken from B.C. Council of Administrators of Inclusive Support in Education School Site Accessibility Assessment Tool available at <https://bccaise.org/new-resources>.

Identified Accessibility Barriers and Actionable Steps

1. Physical Barriers -Accessible entrances and pathways.

Actionable Steps:

- Install automatic doors and ramps where needed.
- Monitor that all mechanism are in working order and maintained.
- Ensure proper signage for accessible routes.
- Maintain clear pathways free of obstacles and ice.

2. Washrooms - Provide accessible entry, spacious layouts, and features for diverse mobility and sensory needs. This include automatic doors, maneuvering space, reachable fixtures, adjustable sinks, quiet flushing, and the use of unscented cleaning products. Private options and emergency call systems ensure safety, comfort, and dignity for all users.

Washrooms
Users who require an accessible washroom can access one.
The door to the washroom is automatic, activated by a push button, or accessible in another way (for example, it remains in an open position for 3-5 seconds).
The accessible washroom comfortably accommodates one power or manual wheelchair user and at least one support person or service animal.
A change table is available in a size that is appropriate for the space.
The toilet seat lid opens from the front and can be used as a backrest.
The toilet paper and sanitary disposal are easily within reach from a seated position on the toilet.
The emergency call button is within reach on and off the toilet.
The flushing control does not require the user to reach across the toilet.
People with varying mobility needs can comfortably navigate all washroom spaces.
There is ample space between the stalls and the wash space.
Stall doors swing away from the toilet to open.
All garbage cans are open, with no lids that require hand or foot activation to open.
Any sanitary products are easily accessible from a seated and standing position.
People with varying mobility needs can comfortably use the wash space.
Sinks can be accessed from varying heights and positions.
Users can change water temperature using lever handles on the faucet.

The mirror has a floor length section or a section above the sinks that is angled so full reflection can always be viewed.
Soap and towel dispensers and other hand drying features are easily accessible from varying heights and positions
Access to soap and towel dispensers and other hand drying features do not require an individual to travel across the room with wet hands.
People with sensory sensitivities can comfortably utilize the washroom.
Lighting is not overly bright or can be dimmed.
Flushing is manual or automated and relatively quiet.
Various hand-drying systems are available, including alternatives to noisy air dryers like paper towel dispensers.
Unscented cleaning products are used to clean the space.
Private, single-occupancy washroom spaces are available.

Actionable Steps:

- Ensure all schools have washrooms to meet accessibility standards.
- Install grab bars, lower sinks, emergency support, and automatic door openers where required.
- Ensure gender-neutral and accessible options.

3. Parking Lots must provide safe, accessible routes for all users, including designated spaces, smooth surfaces, clear signage, marked pathways, and unobstructed access to building entrances. Drop-off areas and pedestrian flow should minimize hazards and ensure compliance with accessibility standards.

<i>Parking Lots</i>
Accessible parking spaces make up 10% of total spaces
Accessible Spaces are 4 by 5
Clearly Identified by with signs (painted signage on the road and posted signage.
They are near building entrance.

People who use wheelchairs and other mobility aids can comfortably maneuver on the parking lot surface.
Surface is smooth, hard, and level.
It is free of large potholes and other tripping/wheel clipping hazards.
Surface is consistently free of ice and other slip hazards.
People with low or impaired vision can move through the parking lot.
The lot has good, consistent lighting day and night.
There is no obvious light glare in the space.
Drop off areas are accessible.
Passengers can be dropped off in areas with curb cuts that are near all building entrances.
Pedestrians can safely move through the parking lot with minimal interaction with drivers.
There is a clear flow of traffic for pedestrians and vehicles.
Crosswalks are clearly marked.
There are pedestrian pathways throughout the parking lot.
Parking signage uses appropriate language.
Signs read "accessible parking space" and not "handicapped parking".
People who require accessible parking spaces can always access them.
Accessible spaces are respected and left open for people who need them.
For example, they are not used for pick-up or drop-off, or for snow clearing.
When someone parks in an accessible space, the path they travel to get to the building entrance is clear and direct.
The path is unobstructed and accessible the whole way through.
People can travel without passing through traffic.
The path does not require the user to take a long detour.
Vehicles parked in accessible spaces do not block curb cuts.

Actionable Steps:

- Designate accessible parking spaces near main entrances.

- Ensure smooth, level surfaces free of potholes and hazards.
- Install clear signage for accessible parking and drop-off zones.
- Maintain pathways free of ice and snow during winter.
- Provide marked pedestrian routes from parking to entrances.
- Provide map for orientation to locations on website

4. Outdoor play spaces provide clear, level, and hazard-free paths with accessible surfaces, inclusive play structures, and sensory-friendly areas. Features include ramps, adequate maneuvering space, supported swings, and quiet zones to ensure safe, equitable access for users with diverse mobility and cognitive needs. Development of new outdoor play spaces should consider the following actionable items.

<i>Outdoor Play Spaces</i>
Anyone who wishes to access the play space can travel to and throughout the space using a clear accessible path.
The pathway has a smooth and level surface that is easy for wheelchairs, walkers, and other assistive mobility devices to move on.
It is free of large potholes and other tripping/wheel clipping hazards.
It is consistently free of ice and other slip hazards.
Rubber, short artificial turf or another accessible surface is used in play space instead of rocks, sand, or woodchips.
Play structures are designed for accessibility.
There are gently sloping ramps between and throughout structures.
There's enough space for a wheelchair/mobility device user and a support person or service animal to move in all directions and turn around at any point.
All slides include an elevated flat projection at the bottom that allows users to exit in a comfortable seated position.
Users with varying cognitive and mobility levels can access play features alongside other play space users.

There is a supported accessible swing option available in the main swing section.
Play spaces are designed for various sensory needs.
A quiet and isolated play area is available for users who need a break from the stimulation of the main play area.

Actionable Steps:

- Create clear, level pathways with non-slip, accessible surfaces (rubber or turf).
- Install ramps on play structures with gentle slopes.
- Ensure adequate turning space for mobility devices.
- Include accessible swings and sensory-friendly play zones.
- Provide quiet areas for users needing reduced stimulation.

5. Entrances and doors - are designed for universal access with ramps or elevators where needed, automatic or push-button doors, wide clear openings, and low-force handles. Spaces allow easy maneuvering, thresholds are minimal and marked, and sensory-friendly alternative entries and maps ensure inclusive navigation for all users.

<i>Entrances and Doors</i>
All entrances are designed for accessibility
Wherever stairs are required to access an entrance, a ramp and/or elevator is available.
All main entrances have automatic double doors, or double doors that can open via a push button.
The foyer inside and outside the entrance is spacious and can accommodate various turning radius needs.
Accessible doors are located close to the primary-use areas of the building.

Everyone can use all doors throughout the school.
All doors are at least 3 feet (approximately 1 meter) wide.
They use low-force lever-style handles instead of twist doorknobs.
Any thresholds have a warning strip and are sloped at a maximum of half an inch tall.
Where possible, doors are automatic (use a sensor or push button).
All self-closing mechanisms have a delay of 2-5 seconds.
Alternative entries are available.
Anyone who requires a calm and quiet entry into the building can access a separate entry that bypasses busy and noisy spaces.
Anyone who requires sensory-friendly and accessible routes can access a school map that highlights these features.
The map clearly marks accessible transportation features, like elevators and ramps.
It marks all accessible bathrooms and water fountains.
It marks sensory-friendly building entrances and routes.

Actionable Steps:

- Equip main entrances with automatic or push-button doors.
- Use lever-style handles and low-force mechanisms.
- Mark thresholds with warning strips.
- Provide alternative quiet entry routes and accessible building maps.

6. Signage throughout the building is clear, consistent, and inclusive, using high-contrast fonts, tactile and braille components, and non-reflective surfaces. Audio cues and simple language support diverse needs, while respectful messaging ensures accessibility without stigma. Placement and design remain uniform for easy navigation.

<i>Signage</i>
Dual signage is available throughout the building.

Written components of signage use clear and readable fonts that have high contrast.
All braille and tactile components of signage are consistent.
Audio cues accompany signage where appropriate (for example, audio descriptions or QR codes that trigger audio playback on mobile devices).
All signage uses matte or another non-reflective surface.
All language and graphics used in signage are simple, clear, and concise.
There is consistency in the design and placement of signage throughout the building.
All signage displays appropriate and respectful messaging.
Language and imagery are respectful and do not stigmatize or exclude.

Actionable Steps:

- Use high-contrast, clear fonts and matte finishes.
- Implement tactile and Braille components.
- Implement audio cues or QR codes for auditory access.
- Maintain uniform signage placement and design throughout the building.
- Ensure language and imagery are respectful and inclusive.

7. Posters and visual displays use accessible design with high-contrast fonts, non-reflective surfaces, and simple language. QR codes provide screen-reader friendly or audio versions. Imagery reflects diverse identities and abilities, and messaging remains respectful, avoiding stigma while promoting inclusion.

<i>Posters, Art, Photos and Visual Displays</i>
All posters include accessible design features.
All written text uses clear and readable fonts that have high contrast.
Posters use matte or another non-reflective surface.
All language and graphics are simple, clear, and concise.

There are QR codes beside posters that take you to a digital, screen-reader friendly version of the poster (that includes alternative text for visuals), or trigger audio playback on a mobile device.
Posters use visuals and graphics that represent the diverse school community.
They consistently reference people with different genders, ages, ethnicities, and abilities.
Students and adults with various disabilities are referenced in prominent, high-traffic areas of the building.
Messaging on all posters is respectful.
Does not use language or imagery that is stigmatizing or exclusionary.
Where relevant, uses a mix of person first and identity first language.

Actionable Steps:

- Support inclusive practices with posters referencing people of different ages, abilities, genders and ethnicity,
- Ensure art, visuals and displays are paced at varying heights around the school.

8. Stairs, Ramps, Hallways, and Elevators and Accessible Routes include well-lit, non-slip ramps and stairs with high-contrast markings, wide hallways free of obstructions, and elevators equipped with tactile controls, visual/auditory signals, and emergency communication. Features ensure safe navigation, minimal detours, and comfort for users with mobility or sensory needs.

<i>Stairs, Ramps, Hallways and Elevators</i>
Users navigating the school site can access ramps and stairwells that are designed for accessibility.
Ramps and stairwells are highly visible, free of obstructions, and have good, consistent lighting with no glare.
Ramp surfaces and the tread on all steps are non-slip.

Access Ramp signs indicate all ramps that are available.
Ramp inclines are a reasonable angle that is safe yet effective.
Long ramps include flat sections at regular intervals.
Tread and nosing of stairs have high contrast or warning strips.
A map showing the accessible pathways in the school is available from the main office or near the main entrance.
People with varying mobility can comfortably navigate all hallways.
Hallways are wide enough to accommodate one power or manual wheelchair user and at least one support person or service animal.
There is good, consistent lighting throughout the length of the hallway, with no glare.
Hallways are clear of clutter, furniture, and other obstructions like rugs or thick carpets that could impede movement, cause tripping or wheel catch hazards.
Floor material is non-slip.
Long hallways include rest areas with seating options.
All elevators are designed for accessibility.
The elevator car can comfortably accommodate one power or manual wheelchair user and at least one support person or service animal.
Elevator cars contain handrails.
Controls can be accessed from a seated and standing position.
All controls use dual signage with clear tactile indicators.
Visual and auditory signals indicate floor level and other messaging.
Visual and auditory signals indicate when the elevator has arrived, which direction it is moving, and when the doors are opening or closing.
There are emergency communication devices inside all elevators that are accessible from seated and standing positions.
When elevator doors open to every level, the elevator car's floor is flush with the building's floor.
Water fountains are designed for accessibility.
Fountains are available at a level that is accessible from a standing and seated position.
All fountains have appropriate clearance space.

The surface under all fountains are perfectly level.
All fountain controls are easy to reach and operate for users with limited hand dexterity or mobility.
Elevators and ramps are well positioned throughout the building.
Users have clear and direct access to all needed spaces without having to take long detours.
People with sensory sensitivities can comfortably use all elevators.
Noise is minimal through use of quiet elevator mechanisms or sound dampening materials.
The lighting is soft and diffused.
The elevator's motion is smooth and predictable (no sudden stops, jerky movements, or irregular motion patterns).

Actionable Steps:

- Install ramps with safe inclines and flat rest sections.
- Use non-slip surfaces and high-contrast stair nosing.
- Keep hallways wide, well-lit, and free of obstructions.
- Equip elevators with tactile controls, visual/auditory signals, and emergency communication.
- Provide accessible water fountains and fill stations at varying heights.
- Place flat, anti-slip mats around the fill stations to improve safety.

9. Learning Spaces offer flexible seating, clear layouts for mobility aids, and accessible work surfaces. Features include non-slip floors, glare-free surfaces, assistive technology, and sensory supports like dimmable lighting and quiet zones. Washrooms and sinks meet accessibility standards, ensuring comfort and inclusion for all learners.

<i>Classrooms, Science rooms, mechanical /technical shop areas, and computer rooms.</i>
Students have a variety of desk and seating options.
Wobble chairs/stools, rocker chairs, standing desks, bean bag chairs, and/or floor cushions are available.
Movement tools are available and can be added to any student-use teaching space (for example, Bouncy bands).
Students with varying mobility needs can comfortably move through and utilize the space.
Classroom furniture and equipment is arranged in such a way that allows space for mobility aids, support people, and/or service animals.
The space facilitates free movement and student exploration (for example, movement between desks).
Students using mobility devices can access tables and workspaces at a height that works for them.
Work surfaces have no glare.
The surface is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.
Non-slip flooring is used throughout.
The space is free of obstructions that can cause tripping and wheel clipping hazards.
Any washroom in a classroom is designed for accessibility, or there is an accessible washroom nearby.
The toilet is appropriately sized for the user (for example, children's classrooms use children's sized toilets).
A change table is available in a size that is appropriate for the space {for example, children's change table for an elementary/preschool washroom).
The washroom can comfortably accommodate one power or manual wheelchair user and a support person or service animal.
The toilet seat lid opens from the front and can be used as a backrest.
Flushing control does not require the user to reach across the toilet.
Appropriate support tools are available (for example, step stools for children).

Classroom sinks are designed for accessibility.
Sinks can be comfortably accessed from varying heights and positions.
Users can change water temperature using lever handles on faucet.
Mirror has floor length section or a section above the sinks that is angled so full reflection can always be viewed.
Soap and towel dispensers and other hand drying features are easily accessible from varying heights and positions.
Access to soap and towel dispensers and other hand drying features do not require an individual to travel across the room with wet hands.
People with sensory sensitivities can comfortably use the space.
All classroom lighting has a dimming feature.
Noise reduction tools are available {for example, headphones).
Sensory-friendly safety equipment is available (for example noise-cancelling headphones, sensory-friendly gloves and masks)
Fidgets and other attention aides are available.
Students with varying sensory needs can access regulation spaces when needed.
Quiet spaces are available in proximity to the classroom.
Classroom layout and experience considers trauma-informed care.
Room exits are always visible and accessible.
There is a clear and direct pathway to an exit from all room locations.
Various seating locations are available.
Special attention paid to closing and locking doors.
Students with all learning/communication styles and needs have what they need to fully engage in classroom activities.
Assistive technology is available when needed to support student success (for example, switches to operate equipment, tools and technology).

Actionable Steps:

- Offer flexible seating (standing desks, wobble chairs, cushions).
- Arrange furniture for clear mobility pathways.
- Provide assistive technology and sensory tools.

- Include quiet regulation spaces.
- FM Systems to reduce ear strain and support improved attention.

10. Sensory Spaces provide quiet, clutter-free environments with adjustable lighting and scent-free conditions. They include visuals of activities and equipment such as noise-cancelling headphones, auditory options, movement tools, and weighted items, ensuring students can regulate and engage comfortably according to their sensory needs.

<i>Sensory Spaces</i>
Students can access a dedicated sensory-friendly space that supports their sensory needs.
Room is organized and free of clutter.
Lighting is adjustable.
Room is quiet (ambient noise from hallways or classrooms is minimal).
Room is scent-free, including food-related scents.
Visuals of available activities are present.
Students have access to equipment that supports their sensory needs.
Noise cancelling headphones are available.
Music or other auditory stimulation is available.
Equipment is available to facilitate physical movement such as rocking or swinging.
Compression and weighted items are available with specific recommendations and instructions for use from District staff.

Actionable Steps:

- Maintain clutter-free environments.
- Provide adjustable lighting and noise-reduction tools.
- Include movement equipment (rockers) and weighted items.

- Display visuals of available activities.
- Offer calming tools like fidgets.
- Install window coverings that reduce light and glare but provide viewing capacity.

11. Athletic Spaces ensure accessibility with wide, unobstructed paths, non-slip flooring, and glare-free lighting. Seating includes wheelchair areas, companion seats, and ramps or elevators for level changes. Accessible showers, adaptive equipment, and privacy features support diverse mobility and comfort needs for all users.

<i>Gymnasiums and Athletic Facilities</i>
People with varying mobility needs can comfortably move in all areas, including the gymnasium, changerooms, office spaces, and other athletic facilities.
All doors throughout the space are wide enough to accommodate one power or manual wheelchair user and one support person or service animal.
All other spaces can comfortably accommodate one power or manual wheelchair user and at least one support person or service animal.
Spaces are free of clutter and other obstructions that can cause tripping and wheel clipping hazards.
Surface throughout the space is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.
Non-slip flooring is used throughout, particularly in areas where moisture may be present (near water fountains or showers).
There is good, consistent lighting throughout, with no glare.
Seating is designed for accessibility.
There is designated wheelchair seating that offers a clear line of sight to the space/area of interest.
Ramps or elevators are available for any seating that requires spectators and participants to move up or down a level.
There is extra movement space surrounding all accessible seats for support people and / or service animals.

Companion seats for support people are available in proximity to wheelchair seating.
All other seating offers sufficient space between seats to accommodate mobility aids, like a cane or walker, and a service animal.
Handrails are available throughout the seating area.
A least one accessible shower stall in the change room is available.
There is a sturdy, slip-resistant shower seat and grab bars securely mounted throughout the stall.
The showerhead is adjustable to accommodate different heights and mobility levels.
A handheld showerhead is also available.
Shower controls are accessible from seated and standing positions and are easy to operate for individuals with limited dexterity or reach.
Soap holder is indented into the wall and accessible from a seated position.
All users can access the weight room.
Adaptive exercise equipment is available (for example, hand cycle machine).
People with varying comfort levels can use the shower space.
Shower stalls offer sufficient privacy and dignity for all users.

Actionable Steps:

- Keep spaces level, clutter-free, and well-lit.
- Provide wheelchair-accessible seating with companion seating spaces.
- Offer adaptive exercise equipment.

12. Performance and Multipurpose Spaces provide accessible navigation, seating, and stage access with ramps or elevators. Clear sightlines, companion seating, and unobstructed layouts ensure mobility. Sensory-friendly options, assistive listening devices, and quiet areas support diverse needs, promoting inclusion during events and performances.

<i>Performance and Multipurpose Spaces</i>
All people can comfortably navigate all areas, including main gathering areas, stages, backstage areas, and concessions.
All areas accommodate one power or manual wheelchair user and a support person or service animal.
Areas are spacious, free of clutter, and easy to move around in.
The surface is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.
Non-slip flooring is used throughout.
Areas are free of obstructions and other tripping and wheel clipping hazards, like rugs or carpets.
There is good, consistent lighting throughout, with no glare.
All stage access points are designed for accessibility.
If there are stairs used to access the stage, a ramp or elevator is also available.
Seating is designed for accessibility.
There is designated wheelchair seating that offers a clear line of sight to the stage.
Ramps or elevators are available for any seating that requires spectators and participants to move up or down a level.
There is extra movement space surrounding all accessible seats for support people and /or service animals.
Companion seats for support people or service animals are available in proximity to wheelchair seating.
All other seating offers sufficient space between seats to accommodate mobility aids, like a cane or walker, and a service animal.
Handrails are available throughout the seating area.
Sensory experiences can be anticipated and adjusted where appropriate.
Clear communication is available on what sensory elements to expect for all performances and events.
Flexible seating is available, so individuals can choose where to orient themselves in the space.

Sensory-friendly performances and events are offered (for example, performances that use dimmed lighting and reduced sound levels, and provide the option to move around).
Assistive listening devices are available for performances or events.
Designated quiet spaces, headphones, or earmuffs are available during performances and events.

Actionable Steps:

- Ensure stage access via ramps or lift.
- Provide wheelchair seating with clear sightlines and companion seats.
- Offer assistive listening devices.
- Designate quiet spaces during events.
- Communicate sensory expectations in advance.

13. Cafeterias provide serving counters, appliances, and seating are accessible from seated and standing positions. Also provides space for clutter-free layouts with level, easy navigation. Menus use clear fonts, high contrast, and tactile or audio options. Quiet eating areas and organized traffic flow support sensory needs.

<i>Cafeteria</i>
All people can comfortably navigate all areas, including seating areas, food preparation areas, concessions, and serving areas
Spaces are spacious, free of clutter, and easy to move around in.
Spaces can accommodate one power or manual wheelchair user and a support person or service animal.
The surface is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.
Non-slip flooring is used throughout.
The space is free of obstructions that can cause tripping and wheel clipping hazards.

There is good, consistent lighting throughout, with no glare.
All people can comfortably utilize the serving counter, food preparation appliances (for example, microwaves), and seating areas from standing and seated positions.
Serving counter is accessible from a seated and standing position.
All appliances are accessible from a seated and standing position.
A variety of seating and table options are available throughout the space, including wheelchair accessible tables.
Menus and signage are accessible.
Written text uses clear and readable fonts.
Text size is large enough to be legible from a distance.
There are no bright flashy lights or complicated visuals to display food.
There is high contrast between text and visuals.
Tactile elements (for example, raised lettering or Braille) and audio cues are used where appropriate (for example, audio descriptions or QR codes that trigger audio playback on mobile devices).
Menus use materials that are matte or another non-reflective surface with minimal glare.
People can navigate through all spaces in a calm and coordinated manner.
Space is organized in a clear and orderly manner.
Signage and floor markings indicate the flow of traffic.
Wait areas have well-designed line systems (for example, lines do not extend into common movement pathways).
A quiet and isolated eating space is available (and well marked with signage) for users who need a break from the stimulation of the main area.

Actionable Steps:

- Maintain spacious, organized layouts with clear traffic flow.
- Provide accessible serving counters and appliances.
- Offer varied seating, including wheelchair-accessible tables.
- Use clear, high-contrast menus with tactile and audio options.

- Provide quiet eating areas for sensory-sensitive users.
- Offer food carrying devices such as mobile trays.
- Provide alternate forms of payment such as tap for ease of payment.

14. Libraries offer spacious, clutter-free layouts with level, non-slip flooring and glare-free lighting. Accessible tables, computer stations, and resources in multiple formats (large print, Braille, audiobooks) are available. Assistive devices and sensory-friendly rooms with adjustable lighting and calming tools ensure inclusion for all users.

<i>Library</i>
All people can comfortably navigate all areas.
All areas are spacious, free of clutter, and easy to move around in.
All areas can accommodate one power or manual wheelchair user and one support person and/or service animal.
The surface is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.
Non-slip flooring is used throughout.
Areas are free of obstructions that can cause tripping and wheel clipping hazards.
There is good, consistent lighting throughout, with minimal glare.
A variety of seating and table options are available throughout the space.
Accessible/adjustable tables are available.
Accessible computer stations are available.
People with varying mobility, learning, and communications needs can access books and other library resources that meet their needs.
Books and other resources are accessible from varying heights and positions.
Books and other resources are available in accessible formats (for example, large print books, audiobooks, and Braille).
Librarians are trained to assist people in locating and accessing all types of books and resources that are available, including alternative formats.

Assistive devices are available and well-maintained (for example, magnifiers, hearing loops, large print keyboards, and screen readers).
Rolling baskets are available for easy transport of books and belongings.
Sensory-friendly spaces are available throughout the library, including meetings rooms that can be personalized for sensory preferences.
Lighting has dimming function.
Height adjustable table.
Includes tools to create a calming atmosphere (for example, a star projector or fidget tools).
Students and adults with various disabilities are featured as lead characters in a wide variety of resources

Actionable Steps:

- Keep aisles wide and free of obstructions.
- Provide adjustable tables and accessible computer stations.
- Offer resources in multiple formats (Braille, large print, audiobooks).
- Maintain assistive devices (magnifiers, hearing options).
- Offer sensory sensitive or alternate seating options.

15. Staff and Teaching Kitchen Spaces feature open layouts with smooth, slip-resistant flooring and balanced lighting for safe movement. Workstations and appliances are positioned for easy reach from seated or standing positions, with tactile controls and lever faucets.

<i>Staff Rooms, PAA Rooms, and Teaching Kitchens</i>
All people can comfortably navigate all areas, including seating areas, food preparation areas, and serving areas.
All areas are spacious, free of clutter, and easy to move around in.
Can accommodate one power or manual wheelchair user and one support person and/or service animal.

The surface is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.
Non-slip flooring is used throughout.
All areas are free of obstructions that can cause tripping and wheel clipping hazards.
There is good, consistent lighting throughout, with minimal glare.
A variety of seating and table options are available throughout the space, including accessible tables with space for wheelchairs.
Kitchenette has accessible tools and appliances.
Stovetop controls can be accessed from a seated position, or an electric cook top is available at an accessible height with appropriate clearance space.
All appliance controls include tactile controls, raised markings, and/or Braille to indicate function.
Sinks can be comfortably accessed from varying heights and positions.
Users can change sink water temperature using lever handles on faucet.
Soap and towel dispensers and other hand drying features are easily accessible from varying heights and positions.
Access to soap and towel dispensers and other hand drying features do not require an individual to travel across the room with wet hands.
Microwave, toaster oven, and all other countertop appliances are accessible from seating and standing positions.
First Aid kit is easily accessible from a standing and seated position.
Assistive technology is available when needed to support student success (for example, switches to operate equipment, tools, and technology).
Areas include accessibility features for staff with sensory sensitivities.
A quiet area/private space is accessible to staff from all staff rooms and administrative areas.

Actionable Steps:

- Arrange furniture for mobility access and clear movement.
- Equip appliances with accessible heights.
- Provide lever faucets and reachable automatic soap/towel dispensers.

16. Emergency Preparedness prioritizes accessibility and safety through clearly marked exits with tactile features, alarms with visual and auditory cues, and inclusive evacuation plans for mobility and sensory needs. Accessible shelters, evacuation tools, and sensory supports like educational assistant support, headphones and quiet zones ensure calm, coordinated responses for all individuals.

<i>Emergency Preparedness</i>
Emergency exits are designed for accessibility.
There are audible warning devices and textured handles on all emergency exits.
Audio announcements and instructions are accessible to varying communication needs.
They are accompanied by visual cues (for example, fire alarms include flashing/ blinking lights).
All emergency evacuation plans are designed for accessibility.
There are sections for individuals using wheelchairs and other mobility aids and individuals who use assistive technology, support people, and service animals.
All evacuation routes are clearly marked and accessible throughout
Any emergency shelters or muster areas are accessible and account for support people and service animals.
There are evacuation chairs or other tools available to assist people with wheelchairs and other mobility aids when evacuating up or down floor levels.
Emergency plans include sensory considerations.
All auditory alarms are sensory-friendly (for example, they emit a softer sound).
Headphones and/or earmuffs are available in emergency situations to help mitigate sensory overload during emergencies.
Quiet spaces are available within emergency shelters and muster areas.
Other sensory tools are easily accessible during emergency situations (for example, weighted blankets and vests, and fidget toys).

Actionable Steps:

- Install tactile handles and visual/auditory alarms on exits.

- Provide evacuation plans with routes for mobility and sensory needs.
- Maintain evacuation chairs for multi-level buildings.
- Communicate emergency instructions to staff and students.
- Ensure training of staff including administration to support the mitigation of sensory overload during emergency situations.

17. Office Environments are organized for flexibility and accessibility, featuring ergonomic seating, adjustable desks, and clear pathways for mobility aids. Reception and workstations are reachable from seated or standing positions.

<i>Office Spaces</i>
Staff members have a variety of desk and seating options
Standing desks are available when required.
Desks and chairs throughout the office are ergonomic.
All staff are made aware of accessibility seating options
Staff members with varying mobility needs can comfortably move through and utilize the space.
Furniture and equipment are arranged in such a way that allows space for mobility aids, support people, and/or service animals.
Staff members using mobility devices can access tables and workspaces at a height that works for them.
Reception desk is accessible from a seated and standing position.
Work surfaces have no glare.
The floor surface is level and easy for wheelchairs, walkers, and other assistive mobility devices to move on.
Non-slip flooring is used throughout.
The space is free of obstructions that can cause tripping and wheel clipping hazards.
Any washroom in an office space is designed for accessibility - or there is an accessible washroom nearby.
The washroom can comfortably accommodate one power or manual wheelchair user and a support person or service animal.

The toilet seat lid opens from the front and can be used as a backrest.
Flushing control does not require the user to reach across the toilet.
Any sinks in an office space are designed for accessibility.
Sinks can be comfortably accessed from varying heights and positions.
Users can change water temperature using lever handles on faucet.
Mirror has floor length section or a section above the sinks that is angled so full reflection can always be viewed.
Soap and towel dispensers and other hand drying features are easily accessible from varying heights and positions.
Access to soap and towel dispensers and other hand drying features do not require an individual to travel across the room with wet hands.
People with sensory sensitivities can comfortably use the space.
All office lighting has a dimming feature.
Noise reduction tools are available (for example, headphones).
Fidgets and other attention aides are available.
Staff members with varying sensory needs can access regulation spaces when needed.
Quiet spaces are available in proximity to office spaces.

Actionable Steps:

- Provide adjustable desks and ergonomic chairs for all staff when requested.
- Make assistive devices available (e.g., screen readers, large-print keyboards) upon request.
- Train staff on how to access and use these tools effectively.
- Assess and monitor accessibility bathrooms ensuring grab bars and other safety features are available to provide support and stability to those with limited mobility.

18. Communication Barriers are limited access to information in accessible formats

Actionable Steps:

- Train staff on how to provide accessible communication.
- Ensure the website meets Web Content Accessibility Guidelines standards.
- Provide materials in multiple formats (Verbal, written, and auditory).

19. Attitudinal Awareness - Limited awareness of accessibility needs

Actionable Steps:

- Implement accessibility training for all employees.
- Promote awareness and encourage an inclusive culture.
- Provide training on Ministry of Education support documents such as Actualizing a Needs-based Model (2023), Inclusive Education (2021), and Adaptive Dimension (2023)

20. Policy and Procedural Barriers- Provide formal policy on accessibility.

Actionable Steps:

- Develop and implement an Accessibility Policy.
- Review policies regularly to ensure compliance with legislation.
- Establish a feedback mechanism for continuous improvement.

21. Feedback and Continuous Improvement

Actionable Steps:

- We welcome employee, student, family, and community feedback on our accessibility initiatives. Feedback can be submitted through school division email /website or by calling 953-7500 and speaking to Superintendent of School Operations.
- Regular reviews of this plan will be conducted to ensure ongoing improvement.

- This plan will be reviewed and updated annually to ensure alignment with policy, best practices, and legislative requirements.

Appendix B: Glossary of Common Definitions

Ableism and Disability Oppression: Ableism or disability oppression is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior. At its heart, ableism is rooted in the assumption that disabled people require 'fixing' and defines people by their disability. Ableism views typical abilities as the norm and devalues people who have physical, intellectual, psychiatric, sensory, or other disabilities.

Accommodation: Any technical aid or device, personal support or disability-related support that a person may require. This can include, but is not limited to, accessible document formats, mobility supports to attend a meeting, interpretation or captioning services, or ensuring space has sensory sensitive features.

Adaptability: The ability to be modified for a new use or purpose. Disability and accessibility are evolving concepts that change as services, technology and attitudes change.

Alternate formats: Alternate ways of providing information beyond traditional printed material. Examples include large print, text-only documents and Braille.

Alternative text: Also referred to as alt tags or alt attributes. Alternative text provides a verbal description of a visual or graph for individuals with visual impairments who use screen readers.

Barrier: Anything that hinders or challenges the full and equal participation in society of persons with disabilities.

Captioning: Text at the bottom of the screen (television/video) allows people to follow spoken dialogue and distinct noises. Closed captioning is similar, but the text must be decoded to appear on the screen.

Disability: Any impairment that, in interaction with a barrier, hinders an individual's full and equal participation in society. Disabilities can be permanent, temporary or episodic in nature, and may or may not be evident. There are many types of disabilities that people experience, including physical, mental, intellectual, cognitive, learning, communication and sensory impairments.

Diversity: Recognizing that each person is unique and has different backgrounds. Diversity means including or involving people from a range of different social or ethnic backgrounds and of different genders, sexual orientations, disabilities, etc.

Inclusion: Providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as individuals with physical or intellectual disabilities and members of other minority groups.

Gender Diversity: Gender diversity encompasses the recognition and celebration of individuals whose gender identities and expressions fall outside of the traditional binary of male and female. It includes transgender, non-binary, and gender-nonconforming individuals, among others.

Large print: Printed information provided in a large font size (18 pt or larger) for people

who have low vision. For easier reading, select “sans serif” fonts.

Neurodiversity: Neurodiversity acknowledges that differences in how brains function are normal variations, not deficits, and embraces the diverse ways people think, learn, and interact with the world.

Plain language: Clear, conversational communication that makes sense to the intended audience. The goal of plain language is to communicate so clearly that the intended audience can easily find what they need, understand what they find, and use the information.

Self-determination: People are empowered to make their own choices and control their own lives.

Service animal: The Saskatchewan Human Rights Commission defines a service animal as an animal with specialized training to assist a person with a recognized physical and/or mental disability.

Universal design: Universal design means making things safer, easier and more convenient for everyone. It involves a range of design concepts, including design of products, or spaces and environments, to provide access in a way that respects all abilities.

Appendix C: Accessibility Barrier Descriptions

There are many types of accessibility barriers that persons with disabilities may experience. Examples of different types of barriers are outlined below.

Physical and Architectural

Structural and design-based obstacles that prevent or limit mobility or access.

Examples of physical barriers include:

- doorknobs that cannot be turned by a person with limited dexterity or strength instead of easier to use lever-style handles;
- public events hosted at venues that can only be accessed by steps; and walkways with obstacles, such as snow-covered paths into buildings.

Information and Communications

Obstacles experienced by persons with disabilities related to hearing, speaking, reading, writing or understanding, and those who communicate in different ways.

Examples of information and communication barriers include:

- using small print and poor color contrast;
- creating websites and documents without considering how some people with vision impairments use screen readers; writing documents with complex language instead of simple and easy to understand words; and
- only providing customers with one option to contact your organization such as by phone instead of multiple options like email, text message, and in- person.

Attitudinal

When people act or think based on false assumptions.

Examples of attitudinal barriers include:

- assuming that someone with an intellectual disability cannot make decisions, instead of asking them if they would need any support;
- speaking to an aid or interpreter instead of directly to a person with a disability;
- assuming that all persons with disabilities require the same accommodations instead of asking how you can support them; and
- not considering the needs of people with different types of disabilities when planning events.