



SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION ACCESSIBILITY PLAN

2025-2028



*Saskatchewan Rivers
Public School Division*

Excellence for Every Learner

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A vertical photograph on the left side of the page shows a woman with sunglasses and a black top walking on a sandy path, followed by two young children. The path is surrounded by green trees and foliage.

MESSAGE FROM THE DIRECTOR AND BOARD CHAIR

At Saskatchewan Rivers Public School Division, we believe that every learner, staff member, and family deserves to feel welcomed, valued, and able to participate fully in our schools. Our Dec 3, 2025 until Dec 31, 2028 Accessibility Plan reflects this belief and strengthens our ongoing commitment to creating inclusive, safe, and caring learning environments across our division.

This plan is part of our broader commitment to **Excellence for Every Learner**. We know that true excellence happens when every person can access learning and contribute their unique strengths without barriers.

The **Accessible Saskatchewan Act** asks that all public sector organizations work towards identifying, removing, and preventing barriers that may limit participation. We see this as an opportunity to build on the strong foundation already in place in Saskatchewan Rivers Public School Division. Through thoughtful consultation with students, staff, families, and community partners, we are charting a path toward greater accessibility in every area of our work, from facilities and transportation to communication, technology, and community engagement.

Our **strategic plan** guides this work to enhance a safe and inclusive environment by prioritizing:

- Students to experience joyful learning that fulfills current needs and provides a foundation for future success
- Students to be supported to sustain and strengthen their resilience and mental wellness
- Students to be affirmed and diversity supported and celebrated
- Students to demonstrate active citizenship and are supported by engaged families and and effective partnerships
- Leaders to be open, approachable, accountable and responsibly serve the needs of students, staff and community.

Accessibility is woven through each of these commitments. This plan outlines practical steps we will take over the coming years to ensure our schools are welcoming and inclusive for everyone.

We are grateful to all who contributed their perspectives to this plan. Your voices shape our understanding and guided our progress.

We recognize that accessibility is a journey, not a destination. As we move forward, we will continue to listen, learn, and adapt so that our school communities provide experiences that fosters a culture of belonging that embraces equity, diversity and inclusion.

Together, we can make Saskatchewan Rivers Public School Division a place where everyone belongs and every learner can thrive.

Cher Bloom
Board Chair

Neil Finch
Director of Education

ABOUT OUR SCHOOL DIVISION

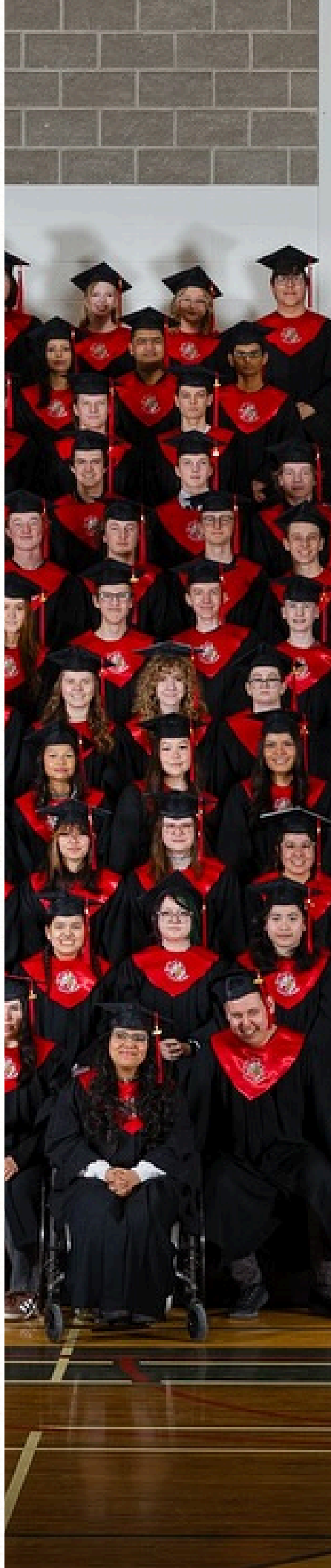


INTRODUCTION

Saskatchewan Rivers Public 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 Saskatchewan Rivers Public 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. Saskatchewan Rivers Public 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. Saskatchewan Rivers Public School Division is also committed to the Calls to Action of the TRC and seeks culturally responsive solutions to all aspects of the accessibility plan.

A school division committee worked together to consider the feedback received and identified actions that the school division will take over the next three years to improve the accessibility of facilities, programs, and services.

When developing our accessibility plan, Saskatchewan Rivers Public School Division examined existing programs and services. We want to recognize the hard work of everyone on our team to promote an inclusive workplace. At Saskatchewan Rivers Public School Division, we value the contributions of all members.



The Saskatchewan Rivers Public School Division has demonstrated a commitment to inclusion, equity, and accessibility, as embedded in its Strategic Plan and current practices. Our Strategic Plan emphasizes inclusive practices in our school communities and guides our work to ensure that learners, staff members, and community partners have a sense of pride about our work. The division's Inclusive Education framework and the capacity building model support students within their home schools through differentiated instruction, collaborative planning, and individualized Inclusion and Intervention Plans (IIPs). Inclusive Education Coaches and a wide range of professional and para-professional staff, including speech and language pathologists, social workers, educational psychologists, and classroom support teachers, help reduce barriers to learning and participation. The division's partnerships with Indigenous communities, Elders, and cultural organizations strengthen relationships and ensure that programs are responsive and respectful of diverse perspectives. Professional learning for staff in areas such as trauma-informed practice, anti-racist education, and the lens of Dr. Shelly Moore's work in universal design for learning further supports inclusive classrooms and workplaces. These existing policies and programs demonstrate the division's commitment to providing equitable access to facilities, programs, and services for all members of our school communities.

Saskatchewan Rivers School Division consulted with multiple shareholders to inform the actions outlined in this accessibility plan. Questionnaires were sent to employees, and members of our School Community Councils for feedback, and students were interviewed by Inclusive Education Consultants and Coaches to provide their viewpoint as well.

What Did We Learn?

Our staff and community care deeply about making Saskatchewan Rivers Public School Division a place where everyone belongs and can participate fully. Feedback from our accessibility consultation shows that SRPSD is already doing many things well – and that there are practical ways to keep improving.

What We Heard

Cultural responsiveness and inclusion are valued.

Respondents consistently praised SRPSD's commitment to diversity and inclusion. One respondent noted, "Schools in our division are incredibly welcoming to diversity in every way." Another shared, "I feel our school division does a great job respecting and including diverse needs and cultures in our workplace." These comments reflect strong recognition that cultural responsiveness is embedded in teaching, leadership, and daily practices.



Understanding accessibility in practice.

The data shows that staff understand accessibility in a practical sense, focusing on physical, digital, and communication barriers that affect day-to-day participation. Many recognize that accessibility also involves removing attitudinal barriers and creating an environment where everyone feels welcome. One respondent summarized this perspective: “Accessibility is not just about buildings it’s about people feeling safe, welcome, and able to participate.” While staff demonstrate strong intuitive understanding, there is an opportunity to deepen awareness and formal understanding of accessibility in practice.

Physical spaces matter.

Some schools still have doors that are heavy or lack automatic openers, entrances without ramps, and washrooms that aren’t fully accessible or gender-neutral. Respondents described challenges like: “Outside doors are not automated,” and “Men’s staff washroom is not accessible for wheelchair access.”

Digital and communication access matters.

Reliable digital systems are key to participation. Slow or unreliable Wi-Fi, limited devices, and online systems that don’t allow for pronouns or easy guest access can frustrate staff and students. Some families don’t have internet or email at home, so paper communication is still important. Ensuring clear, consistent, and inclusive communication supports everyone in accessing the school community fully.

People make inclusion possible.

Respondents emphasized that inclusion thrives when everyone has the knowledge, tools, and mindset to support diverse learners. As one person shared, “Inclusion only works when it’s understood, supported, and actively practiced.” Training in areas such as neurodiversity, trauma-informed practice, and inclusive teaching strategies was highlighted as key, along with fostering a culture where attitudinal barriers are addressed, and all staff feel confident creating welcoming and equitable environments.

Positive culture and ongoing effort.

Staff also highlighted the division’s strong foundation of respect and inclusion: “Our Division has worked hard to ensure that the needs, cultures, and perspectives of all staff and students are respected.” Others noted the consistency could be strengthened across schools: “The level of inclusivity can feel uneven from school to school. Greater consistency across schools would strengthen the sense of belonging.”

The Big Picture

SRPSD is doing a very good job in cultural responsiveness, diversity, and inclusion and respondents truly recognize and appreciate these efforts. At the same time, small improvements in physical accessibility, digital connectivity, and communication practices would make our schools even more welcoming and inclusive. Accessibility isn’t only about buildings, it’s about people feeling safe, welcome, and able to participate. When we remove barriers and make practical improvements, we bring our vision to life: Excellence for Every Learner.



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 help people understand the 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 hard to read.
- Websites and documents that are not accessible for screen readers or 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

Saskatchewan Rivers Public 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. Saskatchewan Rivers Public 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:

- Beyond awareness, we work to prioritize a culture of inclusion where we are committed to inclusion and inclusive practices. We regularly discuss accessibility challenges, problem-solve, and suggest improvements. We continuously encourage open communication between school staff and students/families with disabilities to ensure that accessibility needs are met and improved. We create spaces for feedback that regularly leads to actionable solutions that enhance service delivery for everyone.
- Professional Development - Have provided and continue to provide regular professional development to all staff members on best practice to ensure that employees not only understand the importance of inclusion but also have the skills to identify a need and implement appropriate supports and strategies. This professional development covers accessible space, accessible communication methods, the use of assistive technology, and strategies for creating more inclusive environments both physically and digitally.



- Supported schools in centering their school improvement goals around Mental Health and Well-Being with a focus on safety and belonging
- Development and in the initial stages of implementing a capacity building model for Inclusive Education, with professional development being delivered to new to the profession teachers, EA professional development sessions, in School professional learning communities, and leadership learning communities.
- Inclusive
- Mental Health Capacity Building Initiative

Actions for 2025-28:

- Continue with accessibility-focused and inclusion training to increase accessibility awareness and promote a more inclusive and accepting work environment.
- Continue to explore opportunities for additional specialized training for employees related to the services that the school division provides.
- Develop a closer working relationship with outside agencies to further gain understanding of needs, supports, and barriers.

GOAL 2 - MAKE SCHOOL DIVISION BUILDINGS AND PROPERTIES MORE ACCESSIBLE



Saskatchewan Rivers Public School Division recognizes that accessible, inclusive, and safe physical environments are central to supporting equitable learning and participation for all students, staff, families, and community members. The Division continues to integrate accessibility improvements into facility planning, maintenance, and capital renewal work to reduce physical barriers across schools, offices, and outdoor spaces.

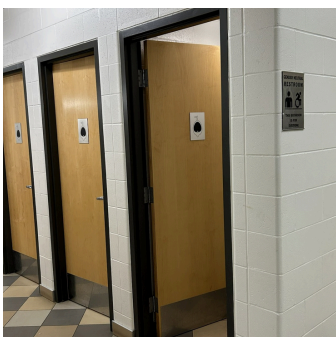
Achievements to date:

- The Division has made steady progress in improving physical accessibility through ongoing capital renewal and preventative maintenance programs, including:
- Installation of automatic door openers and threshold-free entrances at numerous schools to improve mobility access.
- Washroom renovations with accessible stalls, grab bars, and upgraded fixtures.
- Barrier-free ramps, handrails, and accessible signage incorporated into recent facility upgrades.
- Outdoor improvements, including playground surfacing replacements and accessible pathways to school entries and play areas.
- Ongoing collaboration with the Division's Occupational Therapist and Developmental Education (Dev Ed) programs to identify and implement practical accessibility improvements that support the daily needs of students with diverse mobility and sensory requirements across multiple school sites.
- Accessibility work is guided by the Division's Strategic Plan, which identifies Inclusion and Cultural Responsiveness as a key focus area. This shared commitment ensures accessibility remains a core consideration in all planning, design, and decision-making processes.
- Accessibility considerations are embedded in all feasibility studies, planning initiatives, and long-range facility improvement plans to ensure future projects proactively address barriers and promote inclusive environments.



Actions for 2025–2028:

- Based on funding availability, undertake audits of schools and administrative buildings using recognized accessibility standards (e.g., Rick Hansen Foundation or equivalent) to identify barriers and prioritize improvement opportunities.
- Incorporate accessibility evaluations into the Division's regular Facility Condition Assessment (FCA) process to ensure accessibility considerations are systematically reviewed and used to inform long-term capital and maintenance planning.
- Ensure all new builds, renovations, and major upgrades include accessibility requirements from project initiation through completion.
- Prioritize the inclusion of barrier-free washrooms and change spaces in renovation and modernization projects.
- Continue installing automatic door operators and lower service counters at key reception and access points.
- Review accessible parking layouts, signage, and snow-clearing practices to ensure year-round barrier-free access.
- Collaborate with local municipalities to improve on-street accessible parking and sidewalk connections adjacent to school properties.
- Ensure new or replacement playgrounds include accessible play components.



GOAL 3 - IMPROVE THE ACCESSIBILITY OF SCHOOL DIVISION PROGRAMS AND SERVICES



Saskatchewan Rivers Public School Division is taking steps to remove accessibility barriers that limit access to division programs and services.

Achievements to date:

- Adjustable furniture and desks. Having adjustable furniture allows persons who have mobility limitations to access desks and tables, improving access and dignity for persons with disabilities.
- Website ability to translate to multiple languages and have font size adjustments.
- Occupational Therapists, Speech and Language Pathologists, Social Workers, and partnerships/communication with specialty staff (SWIS, interpreters, pediatricians, psychologists, audiologists, VLRC) to support students with disabilities.
- Free wifi accessibility to allow devices that support communication for all students, families, staff, and community members. Free wifi helps all people to access information. Providing access to Wi-Fi 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 ensured that students have 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.
- Supports for students requiring targeted interventions
- Adaptations to school, and classroom environments to support regulation and learning
- Speech and Language supports, including universal supports such as playground communication core boards.
- Accessible playgrounds and playground equipment.
- Hearing screens
- Implementation of Strengths-Based Individualized Intervention Plans
- Gender-Neutral Washrooms
- Gender and Sexual Diversity (GSD) Representative in every school
- AAC Strategies for Non-Speaking and Complex Students - Implemented in most SRSD schools



Actions for 2025–28:

- Create plain language guides to make it easier for everyone to understand processes and available programs.
- Continue to provide staff with professional development for making accessible communications for students and the public.
- Review and update division documents to ensure information is easy to find, easy to read, and easy to understand.
- Division-wide hearing screens.
- Increase coreboards and visuals in schools.

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:

- We have recently begun redeveloping our website with accessibility as a key component. The new design is being guided by the Web Content Accessibility Guidelines (WCAG) 2.0 Level AA or higher, which outline steps to ensure that everyone—regardless of ability—can access and use our website. This work will lead to a more inclusive and user-friendly online experience for all visitors.

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 reduce the need for fillable PDFs.





GOAL 5 - SUPPORT A DIVERSE AND INCLUSIVE WORKFORCE

Saskatchewan Rivers Public School Division continues to build a diverse and inclusive workforce by expanding wellness supports, strengthening leadership training, improving accessibility, and updating HR practices that reflect the needs of all employees. Work to date and upcoming actions focus on recruitment, retention, employee wellbeing, and removing barriers so staff can contribute fully in safe, supportive, and inclusive workplaces.

Achievements to Date

- Staff Wellness Handbook gives clear information on wellness supports, mental health, and workplace expectations.
- Employee & Family Assistance Plan provides confidential support for personal, family, and work-related concerns.
- GoodLife Fitness partnership offers discounted fitness access that supports employee wellness.
- Emergency Response Plan outlines steps for staff after traumatic events, giving predictable guidance during stressful situations.
- Application process highlights division support for a diverse workforce and welcomes applicants from equity-seeking groups.
- Informal partnerships with SUNTEP strengthen pathways to a representative workforce.
- Anti-Oppressive and Anti-Racist Leadership Training model is in place for Superintendents, Director, Principals, and Vice-Principals.
- Family Support Leaves go beyond Saskatchewan Labour Law and provide added flexibility for employees.

Actions for 2025-28:

- Create plain-language HR guides to improve employee understanding of processes, benefits, and available supports.
- Review HR documents to make information easier to find, read, and understand.
- Strengthen recruitment language to reflect commitments to diversity, inclusion, and accessibility.
- Expand partnerships with SUNTEP and similar programs to support a more representative workforce.
- Add structured reporting to track recruitment, retention, and advancement of equity-seeking groups.
- Expand Anti-Oppressive and Anti-Racist Leadership Training into a multi-year model for all leadership roles.
- Update Staff Wellness Handbook with current best practices and employee feedback.
- Strengthen awareness and promotion of the Employee & Family Assistance Plan.
- Build an accessibility review focused on employee barriers in hiring, onboarding, and workplace experience.
- Review Family Support Leave provisions to confirm continued alignment with inclusive and supportive HR practices.

