



# Living Sky School Division No. 202 Accessibility Plan

**2025-2028**

# Land Acknowledgement

Living Sky School Division acknowledges that we live, learn, and work on Treaty 6 Territory, the traditional lands of the Nêhiyawak, Nakawe, Dene, Lakota, Nakota, Dakota, and Métis peoples. We honour the spirit and intent of our sacred treaty relationship and recognize the deep connections Indigenous peoples have to this land. As we move forward with our 2025–2028 Accessibility Plan, we commit to creating spaces where every person feels valued, respected, and included. Accessibility is a shared responsibility, and we draw inspiration from the teachings of the land and the wisdom of those who have cared for it since time immemorial. Together, we strive for reconciliation through action—by listening, learning, and ensuring that our schools and Central Services are welcoming for all.

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*This report is available in alternate format upon request.*

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- Large print
- Audio recording
- Accessible electronic text (screen-reader friendly PDF, Word, or HTML)
- Plain language summary
- Captioned video

## **To request an alternate format:**

Please contact us by:

- Email: [office@lskysd.ca](mailto:office@lskysd.ca)
- Phone: 306-937-7902
- Mail: 509 Pioneer Avenue, North Battleford, S9A 4A5

## **When making a request, please specify:**

- The preferred format
- Any additional details that will help us meet your needs

We will work with you to provide the requested format as quickly as possible.

# Message From the Director and Board Chair

We are pleased to present Living Sky School Division's 2025-2028 Accessibility Plan. This is our collective commitment to building a school division where every student, staff member, family, and community member can participate fully, safely, and with dignity.

This plan reflects the voices, insights, and experiences of people across our school division. It aligns with *The Accessible Saskatchewan Act* and represents an important step forward in ensuring that accessibility and inclusion are not only priorities, but fundamental expectations across all schools, services, and workplaces within LSKYSD.

Our goals focus on five core areas: strengthening a culture of inclusion and belonging; improving the accessibility of buildings and physical environments; ensuring equitable access to programs, services, and digital platforms; supporting a diverse and inclusive workforce; and providing strong leadership that sustains accessibility across the organization. Together, these goals outline a division-wide approach to identifying, removing, and preventing barriers so that everyone we serve is valued, represented, and supported.

We recognize that accessibility is an ongoing journey—one that requires collaboration, reflection, and continued learning. As a school division, we are committed to leading this work with transparency and accountability, and to creating environments where all individuals can thrive.

Thank you to the students, families, staff, community partners, and accessibility advocates who have contributed to this plan. Your perspectives guide us and strengthen our resolve to build a more inclusive future.

With appreciation,

**Ronna Pethick**  
*Board Chair*  
LSKYSD Board of Education

**Brenda Vickers**  
*Director of Education*  
Living Sky School Division

## Living Sky at a Glance



**5300**  
Students

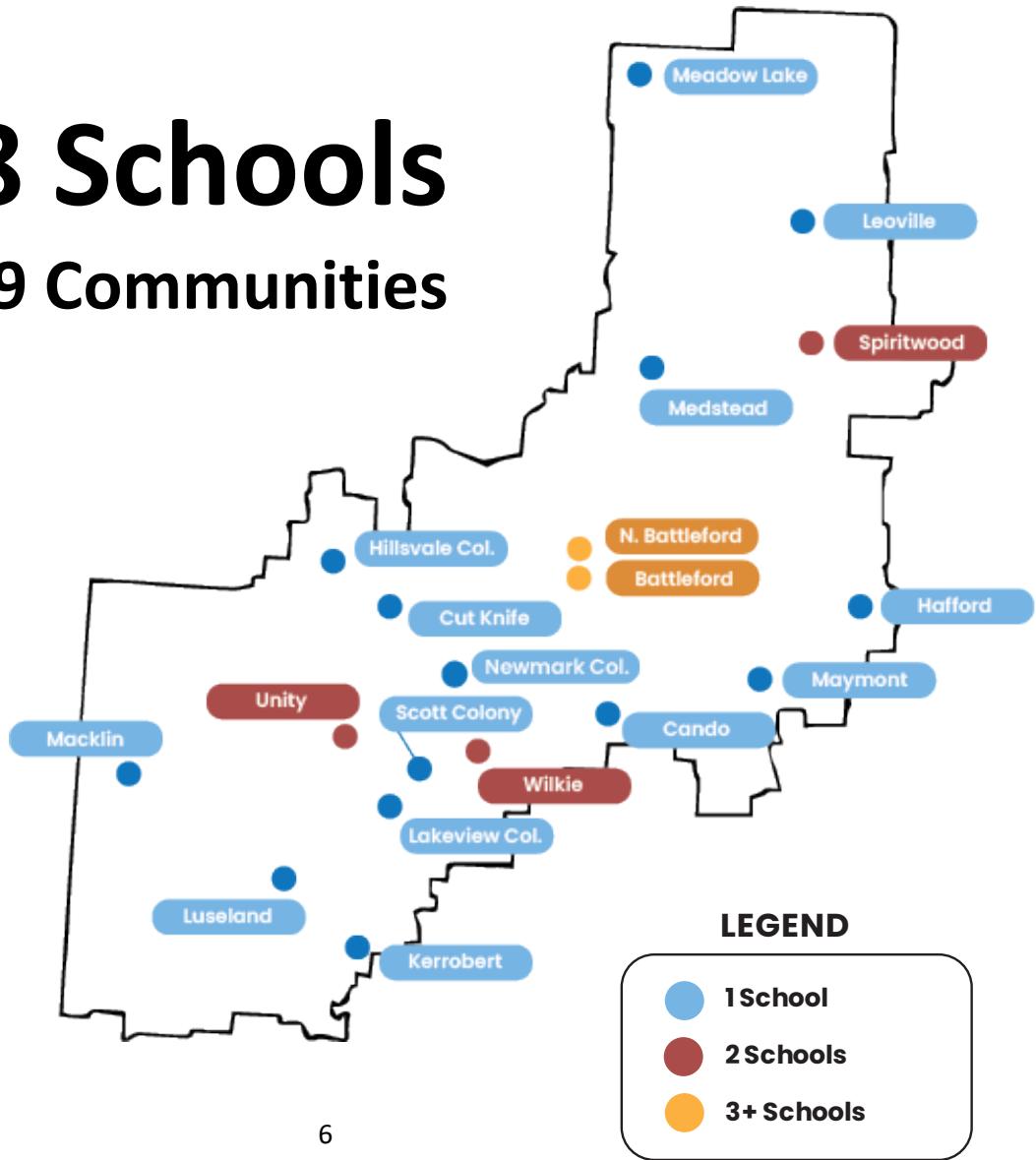


**800+**  
Staff



**28 Schools**  
in 19 Communities

**VISION:**  
Growth  
Without  
Limits,  
Learning  
For All



# Introduction

Living Sky School Division (LSKYSD) is committed to creating an inclusive environment where everyone—students, staff, families, and visitors—can learn, work, and participate with dignity. Accessibility benefits everyone, and we believe that removing barriers strengthens our entire school community.

## Why This Plan Matters

On December 3, 2023, the Government of Saskatchewan enacted The Accessible Saskatchewan Act, requiring organizations to identify, remove, and prevent accessibility barriers. In response, Living Sky School Division has developed this accessibility plan to guide our efforts over the next three years. This plan outlines actions to improve access to facilities, programs, and services for persons with disabilities and others who face mobility, communication, cognitive, or health-related challenges.

## Our work is guided by:

- The Saskatchewan Human Rights Code
- The Canadian Charter of Rights and Freedoms
- The United Nations Convention on the Rights of the Child
- The Calls to Action of the Truth and Reconciliation Commission, ensuring culturally responsive solutions.

## Our Commitment

We believe every child deserves a quality education and that all members of our school communities have the right to participate in safe, inclusive, and discrimination-free environments—regardless of race, culture, religion, gender, identity, ability, or background. This commitment reflects our core value of belonging and our steadfast belief that accessibility is good for everyone.

## How We Developed This Plan

The LSKYSD Accessibility Team designed and distributed a survey, reviewed feedback, and examined existing programs and services. We consulted with caregivers, students, staff, and persons with disabilities to identify barriers and shape practical solutions. We are grateful for the thoughtful input and strong community engagement that informed this plan.

## What We Learned

Survey responses revealed that accessibility is multifaceted. Key themes included:

- **Physical barriers:** Limited wheelchair access, inaccessible playgrounds, uneven or icy walkways, and insufficient accessible parking.
- **Information and communication barriers:** Confusing navigation on technology platforms, inconsistent messaging, and formats incompatible with screen readers.
- **Attitudinal barriers:** Limited awareness of disabilities, assumptions about ability, and inconsistent application of accommodations.
- **Technological limitations:** Outdated or unavailable assistive devices and funding gaps.

- **Other concerns:** Limited mental health supports and access to counselling or therapy services, especially in rural areas.

Despite these challenges, respondents praised inclusive practices already in place, such as accessible entrances, functional lifts, and dedicated staff who foster a culture of care. Programs and supports like Student Services Teachers, inclusive classrooms, and literacy interventions (e.g., Barton) were highlighted as strengths. Our Supports for Independence Committee continues to provide leadership and advocacy for individualized student needs.

## **Looking Ahead**

Living Sky School Division will focus on five key goals to advance accessibility and inclusion:

- 1. Build an Inclusive School Division Culture Through Accessibility Awareness and Celebration**

We will foster a culture of accessibility and belonging by increasing awareness, celebrating disability culture, and embedding accessibility principles in communication and practice.

- 2. Increase Accessibility in School Division Buildings and Properties**

We will identify, remove, and prevent physical barriers in schools, grounds, and public spaces to ensure full and dignified participation for all.

- 3. Enhance Accessibility of Programs, Services, and Digital Platforms**

We will strengthen equitable access to learning and communication by removing physical, informational, and digital barriers across programs and services.

#### **4. Support a Diverse and Inclusive Workforce**

We will build an inclusive, equitable, and accessible workplace by removing barriers in recruitment, retention, and daily operations, ensuring all employees can participate fully.

#### **5. Provide Leadership to Promote and Sustain Accessibility and Inclusion**

We will embed accessibility in strategic planning, decision-making, and operations, aligning with The Accessible Saskatchewan Act and leading proactive implementation of emerging standards.

Our goal is to meet—and exceed—the requirements of the Accessible Saskatchewan Act. Together, we are building a school division where everyone can thrive.

## **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

Living Sky School Division has taken important steps to improve accessibility across its facilities, programs, and services. We recognize that this work is ongoing as we strive to create a more inclusive environment. This plan outlines the actions we will prioritize over the next three years to remove barriers and promote accessibility for persons with disabilities. Our staff will collaborate to implement these actions and raise awareness, ensuring that everyone in our school communities can participate fully.

## **Goal 1 – Build an Inclusive School Division Culture Through Accessibility Awareness and Celebration**

LSKYSD is committed to fostering a culture of accessibility, inclusion, and belonging. By increasing awareness, celebrating disability culture, and embedding accessibility principles in communication and practice, the division will strengthen a community where all students, staff, and families feel respected, represented, and valued.

### **Achievements to Date**

- Work completed with Learning Services on preferred disability language.
- Communications and website teams are becoming familiar with accessibility legislation and standards (e.g., WCAG 2.2, Accessible Canada Act, Accessible Saskatchewan Act).
- Early work underway to identify accessibility features within division communication tools (websites, PDFs, intranet, Edsby) and to create and implement accessibility tool checklists.

## **Actions for 2025–28**

### **1. Accessibility Awareness and Communication**

Staff across all schools and departments demonstrate understanding and an emerging application of accessibility and inclusion communication practices.

All public-facing digital and print materials meet or exceed WCAG 2.2 Level AA standards, supported by accessible templates and checklists.

- Develop and implement a coordinated communication strategy defining key concepts (disability, accessibility, barrier, ableism, inclusion).
- Share division-wide resources for staff meetings, newsletters, SCCs, and social media.
- Adopt and distribute accessibility checklists for digital and print communications.
- Develop an online training resource on accessibility awareness and inclusive communication.
- Enhance and maintain a division accessibility webpage that includes:
  - Definitions, resources, and supports
  - A feedback form for anonymous input
  - Progress updates and celebrations
  - Inclusive imagery and stories from across the division

### **2. Celebrate Disability Culture and Promote Visibility**

Accessibility and disability culture are celebrated through visible, division-wide initiatives that strengthen belonging. Students, staff, and community

members report feeling welcomed, represented, and respected in communications and events.

- Create and share an annual **Accessibility and Disability Awareness Calendar** with resources for key dates (e.g., National AccessAbility Week, World Autism Awareness Day, International Day of Persons with Disabilities).
- Highlight stories and initiatives through school newsletters, social media, and the division website.

### **3. Transparency and Continuous Improvement**

Accessibility progress is shared publicly each year, and feedback directly informs division planning and improvement.

- Publish an **annual Accessibility Progress Update** detailing actions taken, improvements made, and next steps.
- Collect and analyze feedback through the accessibility webpage to inform professional learning priorities and resource development.

## **Goal 2 – Increase Accessibility in School Division Buildings and Properties**

LSKYSR recognizes that accessible buildings and environments are essential to ensuring full and dignified participation for all students, staff, families, and community members. The division will continue to identify, remove, and prevent physical barriers in schools, grounds, and public spaces so that everyone can engage equitably in school life.

## Achievements to Date

- Collecting baseline information to inform future upgrades and renovations.
- Renovated barrier-free, gender-inclusive washrooms at Leoville School, Medstead School, and North Battleford Comprehensive High School.
- Upgraded washroom accessibility at Unity Public School.
- Added ramps to improve building access at Cando School.

## Actions for 2025–28

### 1. Site Accessibility Assessment and Planning

A division-wide inventory of barriers informs ongoing, prioritized upgrades and annual reporting.

- Continue to collect and maintain a centralized inventory of accessibility issues across division properties, including:
  - Entrances, ramps, and automatic doors
  - Washrooms and changerooms
  - Parking lots and drop-off/pick-up zones
  - Hallways, signage, lighting, and flooring
  - Gyms, libraries, and outdoor play spaces
- Engage staff, students, and community members to gather feedback and guide priorities for improvements.
- Develop a multi-year, transparent, and phased **Accessibility Improvement Plan** based on assessment findings.

## **2. Facility Design, Renovation, and Construction**

New construction and renovation projects meet recognized accessibility and universal design standards. Accessibility planning is embedded within the division's facility strategy, budgeting, and long-term capital investments.

Students, staff, and visitors begin to experience noticeable improvements in physical access and usability across division buildings and grounds.

- Embed universal design and accessibility standards in all new builds and major renovations.
- Complete prioritized improvements such as:
  - Ensuring every school has at least one accessible parking stall with appropriate signage.
  - Providing School Community Councils with guidance and resources for selecting accessible play structures during playground fundraising and installations.
  - Improving maintenance of gravel parking lots to enhance safe, barrier-free access.
  - Installing a chair lift into Kerrobert Central School's gym.

## **Goal 3 – Enhance Accessibility of Programs, Services, and Digital Platforms**

Living Sky School Division (LSKYSD) is committed to ensuring that all students, staff, and community members can fully access and participate in its programs, services, and digital environments. By identifying and removing physical, informational, and digital barriers, the division will strengthen equitable access to learning, communication, and participation for all.

## Achievements to Date

- Introduced adjustable furniture and desks in classrooms to support mobility and comfort.
- Established the Supports for Independence (SFI) Committee to provide timely access to assistive technology and tools such as communication apps, adaptive readers, and text-to-speech software.
- Initiated an accessibility audit of division and school websites to identify improvements and explore digital accessibility tools.

## Actions for 2025–28

### 1. Accessible Communication and Information

Employees understand and apply accessibility practices in their daily work.

- Review and revise key division documents and websites to ensure they are clear, easy to navigate, and compatible with assistive technologies.
- Develop accessible templates and standards for PDFs, communications, and online content.
- Provide staff with information and resources to create accessible communications for students, families, and the public.

### 2. Digital Access and Assistive Technology

Students have equitable access to essential assistive technologies and adaptive equipment that support participation and learning.

- Collaborate with vendors and the SFI Committee to ensure devices, software, and learning tools meet accessibility standards.
- Develop a centralized repository of accessibility tools and training resources for staff and students.
- Expand access to assistive technologies (e.g., laptops, iPads, microphones, and sound systems) and explore low-cost options for students requiring additional support.

### **3. Inclusive Infrastructure and Continuous Improvement**

Division websites, portals, and communications meet accessibility standards and are easy to read, understand, and navigate. Accessibility principles are embedded in communication and procurement processes across the division.

- Implement accessibility requirements in procurement and project evaluations.
- Conduct digital accessibility testing and update the school division website, forms and platforms for mobile responsiveness.
- Track progress through a division-wide accessibility workplan and report improvements annually.

### **Goal 4 – Support a Diverse and Inclusive Workforce**

Living Sky School Division (LSKYSD) is committed to building an inclusive, equitable, and accessible workplace that reflects the diversity of its communities. A workforce representing varied backgrounds, identities, and abilities strengthens schools, enriches learning, and improves outcomes for students.

By removing barriers and embedding inclusion in every stage of employment—from recruitment to retention—LSKYSD ensures that all employees can participate fully and with dignity.

## **Actions for 2025–28**

### **1. Inclusive Policies and Processes**

Recruitment and onboarding are inclusive, consistent, and accessible.

- Audit recruitment and onboarding practices to identify and remove barriers.
- Apply accessibility standards to all hiring tools and materials.
- Review accommodation and self-disclosure processes to promote trust and equity.

### **2. Inclusive Recruitment and Outreach**

Job postings and workplace practices visibly reflect LSKYSD’s equity and accessibility commitments.

- Clearly communicate available accommodations in all postings and candidate communications.
- Use inclusive language that signals belonging from first contact.

### **3. Training and Capacity Building**

Staff and leaders understand how to support accessibility and inclusion.

- Provide training for hiring teams on accessibility, bias reduction, and inclusive interviewing.

#### **4. Feedback and Continuous Improvement**

Employees report feeling valued, supported, and able to succeed.

- Gather feedback from candidates and new hires on accessibility and inclusion.
- Track progress through reviews and satisfaction metrics.

### **Goal 5 – Provide Leadership to Promote and Sustain Accessibility and Inclusion**

Living Sky School Division is committed to building and sustaining system-level leadership that prioritizes accessibility and inclusion across all areas of the organization. By aligning with The Accessible Saskatchewan Act and its accompanying regulations, the division will ensure that accessibility is embedded in strategic planning, decision-making, and daily operations. As new standards emerge, LSKYSD will lead proactive implementation across departments and sites, fostering a culture of shared responsibility and continuous improvement.

### **Achievements to Date**

- Established a broad-based school division committee of leaders—including representatives from Human Resources, Facilities, Communications, Learning and Student Services to guide planning and implementation of accessibility

initiatives, in response to the accessibility survey conducted in the spring of 2025.

- Conducting accessibility scans of key policies, procedures, and physical spaces to identify foundational barriers.
- Increased leadership awareness of accessibility legislation and inclusive education principles through targeted professional learning sessions.

## **Actions for 2025–28**

### **1. Embed Accessibility into Division-Wide Planning**

Leaders across the division promote accessibility and inclusion, demonstrating a collective commitment to removing barriers and fostering equitable environments.

- Integrate accessibility goals into strategic and department action plans.

### **2. Establish Accessible Practice Guidelines**

A strong culture of accessibility is evident in leadership practices, school climates, staff engagement, and student experiences, contributing to a more inclusive and welcoming division.

- Create a Guide to Hosting Accessible Events with clear steps for inclusive communication, physical accessibility, dietary accommodations, and sensory-sensitive considerations.
- Create a Checklist for Accessible Meetings and Professional Learning, including hybrid and virtual formats.

### **4. Ensure Inclusive Procurement and Investment**

Accessibility is embedded in planning, procurement, and operational practices, with consistent application of inclusive standards across all departments and sites.

- Provide procurement staff and decision-makers with information on accessibility standards and universal design.
- Embed accessibility requirements into procurement and tendering processes to ensure goods and services meet inclusive standards.

## Conclusion

Living Sky School Division remains deeply committed to advancing accessibility across our schools, facilities, communications, and operational processes. This Accessibility Plan outlines a multi-year strategy to identify, remove, and prevent barriers that impact students, staff, families, and community members—particularly those with disabilities.

To ensure continued relevance and impact, the division will review and update this plan every three years, with annual progress monitoring to assess effectiveness and guide improvements. As we move forward, we recognize that meaningful change requires ongoing dialogue. We invite and encourage feedback from our community to help us better understand and address the barriers that affect access, inclusion, and participation.

Together, we will build a more accessible, inclusive, and equitable school division—one where everyone belongs and thrives.

## **Contact us:**

We value your feedback and welcome members of the public to submit comments about our accessibility plan using the form and contact information below. [2025-2028 Living Sky School Division Accessibility Plan Feedback Survey](#)

**Phone:** (306) 937-7702

**Email:** [office@lskysd.ca](mailto:office@lskysd.ca)

**Address:** Living Sky School Division,  
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