

Ile-a-la Crosse School Division
Accessibility Plan 2024-2027



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This report is available in alternate format upon request.

To request an alternate format, please contact Ile-a-la Crosse School Division Office by email at icsd112@icsd.ca or by phone at 30683 32141 .



Message From the Director and Board Chair

As Director of Education, I am proud to support the development of our Accessibility Plan in alignment with the Accessible Saskatchewan Act. This important work reflects our commitment to ensuring that every student, staff member, and community member feels welcomed, supported, and valued. Removing barriers to access—whether physical, technological, or attitudinal—is essential to creating truly inclusive learning environments. Our plan will guide us in building a school division where diversity is embraced, and all individuals can participate fully. Together, we are working toward a future where equitable access is not the exception, but the standard across our division.

Sharon Hoffman

Director of Education

As Board Chair, I fully support our division's commitment to the Accessible Saskatchewan Act and the development of a strong accessibility plan. As a local school board, it is our responsibility to ensure all students, staff, and families can participate fully and with dignity in our schools and communities. This work goes beyond compliance—it's about creating inclusive, barrier-free environments where everyone belongs. A strong plan reflects our values of equity, respect, and community. By listening, learning, and acting, we can remove obstacles and build a future where every person, regardless of ability, can thrive in our schools

Barbara Flett

Board Chair

About our School Division



400+

Total students enrolled
this year

70+

Dedicated employees
supporting education

2

Schools

Introduction

The Ile-a-la Crosse 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 the Ile-a-la Crosse 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. The Ile-a-la Crosse 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. The Ile-a-la Crosse 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, the Ile-a-la Crosse 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 Ile-a-la Crosse School Division, we value the contributions of all members. The school division has administrative procedures that support accessibility:

- AP 2.34 Duty to Accommodate
- AP 3.23 Additional Education Programming
- AP 3.24 Washroom and Changeroom Access
- Ap 3.25 Use of Preferred Name and Pronouns
- AP 3.35- Student Engagement and Attendance

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.
- Language is not clear, is too full of jargon or above reading level of the intended audience.

Attitudinal Barriers

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

For example:

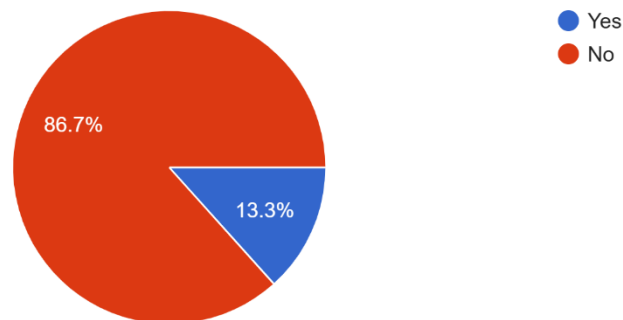
- Not including persons with disabilities in decisions that impact them.
- Making assumptions about a person's ability to communicate or do things for themselves.
- Avoiding a person with a disability for fear of offending them.

- Not including persons with disabilities in the classroom whether physically or in planning.
- Refusal to understand or accommodate different learners or the neurodiversity
- Not changing the environment to accommodate all learners.

Ile-a-la Crosse School Division Plan

The Ile-a-la Crosse School Division consulted with persons with disabilities to inform people about the actions outlined in this accessibility plan. We created a survey that was available to all students, staff, parents and community members. We ensured that both elders and the Sakitawak Group Home were given access. 13.3 percent of our 45 respondents identified as people living with a disability.

Do you identify as a person living with a disability?
45 responses



What Did We Learn?

- 1) 33% of respondents experienced a physical barrier
These barriers included:
 - i) Parking and drop off spaces (8)
 - (1)Lack of ramp

- (2) Can pick up and drop off be done off of the road?
 - (3) Ice and snow removal
 - (4) Staff and students taking up visitor parking spaces
 - (5) Maintenance need to respond to snow and ice quicker
 - ii) Entrances (9)
 - (1) Lack of ramp at Amiskowîsti
 - (2) Front door opener button at high school does not work
 - (3) Elevator closed before school programming is complete key needed to get into main part of school from elevator
 - (4) Recess doors at elementary have ice build up in winter
 - iii) Outdoor spaces, playground, Amiskowîsti, Greenhouse (8)
 - (1) Ramp at Amiskowîsti
 - (2) Path to park for wheelchairs
 - (3) Level the access points
 - (4) Sidewalk
 - iv) Furniture (5)
 - (1) Too much furniture in library
 - (2) Lack of standing desk type of desks
 - v) Bathrooms /changerooms (5)
 - (1) Size of girl bathroom stalls in elementary by pit.
 - (2) Number of staff washrooms
 - vi) Walkways (4)
 - (1) stairs
 - vii) Classroom spaces (3)
- 2) 15.6% experienced a physical barrier
- These barriers included:



- i) Information hard to understand (2)
 - (1)Google docs sometimes hard to navigate
 - (2)Fewer acronyms
 - ii) Information hard to read (2)
 - (1)Sometimes print on Facebook is too small
 - iii) Information hard to find (5)
 - (1)3 steps to get information for staff is so many
 - (2)Get a large LED sign in front of both schools
 - (3)High school doesn't use their Facebook enough
 - (4)RHS posts are way too small to see on phone
 - iv) Don't have social media (1)
 - (1)Use email to send calendar, husky happenings etc. as well as Facebook
 - (2)Could announcements be made on school division website
- 3) 8.9% experienced attitudinal barriers
- These barriers included:
- i) False assumptions (2)
 - (1)Educate staff and community about differences
 - (2)Promote inclusion
 - ii) Different Treatment (2)
 - iii) I am not offered accommodations(2)
 - (1)Ask individual what accommodations they need
 - iv) There are activities I cannot participate in (2)
 - v) Disrespect to students with challenges (1)
- 4) 13% experienced Technological barriers (1 person each)
- i) Phones
 - (1)Not answered at RHS main phone put on DND

- (2) Not answered at board office
- ii) Website
 - iii) No access to accessible device
 - iv) No access to phone or computer
 - v) Too many passwords
 - vi) Terminology used
 - vii) Loft training for subs
 - viii) Wi-Fi dead spots
 - ix) Too many software changes



Accessibility
Goals and
Actions
Ile-a-la Crosse

Ile-

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. Ile-a-la Crosse School Division School Division will work to identify and remove barriers that people with

disabilities experience in the school division and facilities.



| Goal | Achievements to Date | Actions for 2025-2028 |
|---|---|---|
| Goal 1 – Improve employee knowledge and awareness of accessibility | <ul style="list-style-type: none"> • Inclusion PD RES RHS 2024 • Autism PD RES 2025 • 2 person lift training RES 2024 ongoing for new staff • AAC (Augmentative and Alternate Communication) training 2020 ongoing • Training for staff on wheelchair lift RES 2022 ongoing | <ul style="list-style-type: none"> • Clear Language Workshop 2026 • PD Autism 7 to 12 STFPL 2026 |
| Goal 2 – Make school division buildings and properties more accessible | <ul style="list-style-type: none"> • Lift added to front entrance at RES 2024 • Wheelchair accessible playground structure 2023 • Accessibility van purchased 2025 • Flexible schedule for class functions and departure and arrival 2025 • Accessible swing added 2025 • Handicap parking spots at both buildings 2025 • Service of stage lift at RHS 2024 • Wagons, sleighs and blankets for recess RES 2024 • Changing table with lift RES 2024 • Renovation to washroom to RES accommodate changing 2023-25 • Sensory equipment and flexible seating at RES 2018 ongoing | <ul style="list-style-type: none"> • Access to elevator at HS after 5:00pm and on SHA holidays that may be school days 2025 • Door between HS and Hospital on both floors accessible (hold open) 2027 • Service wheelchair button and assess width on library access and outside door at RHS. RES wheelchair open button for main doors. Investigate how this works with the locked doors 2027 • Recess door ramp/lip added to step 2025 • Build ramp at Amiskowîsti 2025 • Signage for wheelchair access washroom at RES and RHS 2026 • Wheelchair accessible washroom at Amiskowîsti 2026 • Sidewalk at HS track has no accessible spot for sidewalk 2025 • Curb ramp assessment at all sidewalks 2026 • Wheelchair mats or cement paths to playground at RES 2028 • Opening assessment of all fences to accommodate |

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| | | wheelchairs but prevent quads and skidoos from entering 2026 |
| Goal 3 – Improve the accessibility of school division programs and services | <ul style="list-style-type: none"> • Adjustable furniture and desks in the middle years 2024 • Specialty staff (physio therapists, speech and language pathologists, occupational therapist psychologist) hired to support students • Free Wi-Fi at public library to support communication for all students, families, staff, and community • Ensure that students have technology that supports their learning based on the individual needs of the student. These include apps and technology to support communication, adaptive readers, voice to text and text to audio. • 1 to 1 technology devices • EAs for students who need support according to their individualized program plan • Assigning extra supervision for students with needs so they can participate in recess 2023 • Programming to support SLP | <ul style="list-style-type: none"> • Give employees more guidance for making accessible communications for students and the public 2026 • Review and update division documents and website to ensure information is easy to find, easy to read and easy to understand 2025 ongoing • BCBA hired to support students and families 2025 • Specialized Support Classroom and Literacy Support Teacher added to RES 2025 • .5 SSST and .5 CCT teacher added to RHS 2025 • Select documents at RES and RHS that are intended for all or many students and families and revise them to adhere to principle of Universal Design and Clear Language 2027 |

| | | |
|---|--|--|
| | students 2024 | |
| Goal 4 – Make digital content more accessible | <ul style="list-style-type: none"> • Use of Radio, Social Media and Email to communicate to increase platforms where information is available. • Utilize a modernized user interface that will adapt to any screen size or mobile device. | <ul style="list-style-type: none"> • Email information to parents at both schools as well as using Social Media 2025 • Phone upgrade in 2025 for safety • Proloquo2go, individual iPad and staff training for students with communication barriers |
| Goal 5 – Support a diverse and inclusive workforce | <ul style="list-style-type: none"> • Duty to Accommodate AP The division supports 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. 2025 • Mental Health Action Plan. This is designed to engage employees in building awareness, reducing stigma, promoting healthy mental health practices, building resilience, and encouraging inclusion. 2025 | <ul style="list-style-type: none"> • Review, with an accessibility lens, the school division’s policies and processes. The goal is to ensure that these policies are equitable and support a diverse and inclusive workplace that is representative of the citizens of the community. 2026 • Review the current process for school division employees to self-declare a disability to identify opportunities for improvement 2027 • Create attendance support document 2026 |
| Goal 6 – Provide leadership to promote accessibility and inclusion | <ul style="list-style-type: none"> • Established a school division committee of leaders to guide school division actions. Members include leaders from School Division, Facilities, Technology, Student Services Teacher, school- | <ul style="list-style-type: none"> • Develop a guide for hosting accessible events in school division facilities 2026 • Develop a template to guide site-based leaders with setting local accessibility goals 2026 • Provide Inservice to site-based leaders on accessibility and their role in achieving a more accessible work and |

| | | |
|--|----------------------------|--|
| | based administrators. 2025 | learning place 2026 <ul style="list-style-type: none">• Include accessibility requirements during the procurement and tendering processes. 2026• Checklist for accessibility of renovations and new builds 2027 |
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Conclusion

Guided by *The Accessible Saskatchewan Act*, the Ile-a-la Crosse School Division has committed to following any new requirements created by the Act and the regulations created under it.

Ile-a-la Crosse 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:

We value your feedback and welcome members of the public to submit comments about our accessibility plan using the form and contact information below.

Phone: 3068332141

Email: icsd112@icsd.ca

Address: Box 89 Ile-a-la Crosse
SK S0M1C0



Appendix A: 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 B: Accessible Engagement

Consulting persons with disabilities is a key requirement in developing an accessibility plan. Consider how people will engage with your organization and whether everyone will be able to access the same

information.

Accessible communication

- Ensure staff know how to communicate with people with different types of people is important to facilitate respectful conversations.
- Writing in plain language, by using simple, common terms is easier for all people to understand. If complex terms are needed, providing a definition or using examples can be beneficial. Offering to provide documents in alternate formats upon request can also ensure that people are able to access information.

Accessible engagement

- Offer different ways to engage people.
- Consider how you format your information. To make content easier to read use a minimum of 14pt text and use easy to read fonts like Aptos, Arial, or Calibri. If you are using a website to host your information and engagement tools, ensure that when users zoom in on the page that things are resized so that they do not have to scroll the page left or right to find information and are able to navigate the page without using a mouse.
- Ensure that the entrance to the venue is accessible consider the availability of drop off and pick up areas close to the entrance, as well as the availability of accessible parking spaces near the entrance.
 - Consider the paths to entrances and meeting rooms to ensure they are safe and free from obstacles.
 - Ensure all doorways have automatic door openers or can be propped open.
 - Consider having multiple seating options available, like chairs with and without armrests and empty spaces at adjustable height tables for people who use wheelchairs.